

BIENNIAL REPORT
OF THE
Superintendent of
Public Instruction
OF THE
State of Florida

FOR THE TWO YEARS ENDING JUNE 30, 1918.

WM. N. SHEATS,
Superintendent of Public Instruction.



T. J. APPLEYARD, PRINTER,
TALLAHASSEE, FLA.



STATE OF FLORIDA,

Department of Public Instruction, Capitol, Tallahassee.

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J. C. Compton.....	Assistant Chief Clerk.
Mrs. B. B. Lane.....	Stenographer and Filing Clerk.
Mrs. E. S. Davidson.....	Stenographer.

State High School Inspector.

W. S. Cawthon, Gainesville, Fla.

State Rural School Inspectors.

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Robt. L. Turner.....	Inverness, Fla.

REGISTER OF STATE SUPERINTENDENTS.

	<i>Term Began.</i>
C. Thurston Chase.....	August —, 1868
Rev. Charles Beecher.....	March 18, 1871
Jonathan C. Gibbs (colored).....	January 23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent..	August 17, 1874
Rev. William Watkin Hicks.....	March 1, 1875
William P. Haisley.....	January 6, 1877
Eleazer K. Foster.....	January 31, 1881
Albert J. Russell.....	February 21, 1884
William N. Sheats.....	January 3, 1893
William M. Holloway.....	January 3, 1905
William N. Sheats.....	January 7, 1913

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Ex-Officio.

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H. Clay Crawford.....	Secretary of State
J. C. Luning.....	State Treasurer
Van C. Swearingen.....	Attorney General
Wm. N. Sheats, Secretary and.....	
	State Superintendent of Public Instruction

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Terms Expire.

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E. L. Wartman.....	Citra, June 23, 1919
T. B. King.....	Arcadia, June 30, 1919
J. B. Hodges.....	Lake City, July 2, 1921
J. T. Diamond.....	Milton, July 2, 1921
Bryan Mack, Secretary.....	Tallahassee

PRESENT COUNTY SUPERINTENDENTS.
(Terms Expire January, 1921)

County	Superintendent	Postoffice
Alachua	E. R. Simmons	Gainesville
Baker	J. D. Dugger	Macclenny
Bay	F. M. Nelson	Panama City
Bradford	E. R. Poppell	Starke
Brevard	S. J. Overstreet	Titusville
Broward	J. M. Holding	Ft. Lauderdale
Calhoun	J. F. Durham	Blountstown
Citrus	H. J. Dame	Inverness
Clay	G. J. North	Green Cove Springs
Columbia	James R. Lites	Lake City
Dade	R. E. Hall	Miami
DeSoto	P. G. Shaver	Arcadia
Duval	F. A. Hathaway	Jacksonville
Escambia	A. S. Edwards	Pensacola
Flagler	Ed. Johnson	Bunnell
Franklin	A. A. Core	Apalachicola
Gadsden	C. H. Gray	Quincy
Hamilton	J. A. Jackson	Jasper
Hernando	W. O. Lemasters	Brooksville
Hillsborough	J. E. Knight	Tampa
Holmes	M. R. Robison	Bonifay
Jackson	C. W. Lockey	Marianna
Jefferson	S. H. Taylor	Monticello
Lafayette	J. Homer Kelly	Mayo
Lake	W. T. Kennedy	Umatilla
Lee	J. W. Sherrill	Ft. Myers
Leon	F. S. Hartsfield	Tallahassee
Levy	W. F. Osteen	Bronson
Liberty	R. E. Turner	Madison
Madison	G. W. Tedder	Hosford
Manatee	B. D. Gullett	Bradentown
Marion	J. H. Brinson	Ocala
Monroe	V. S. Lowe	Key West
Nassau	L. L. Owens	Fernandina
Okaloosa	W. C. Pryor	Crestview
Okeechobee	R. E. Hamrick	Okeechobee City
Orange	A. B. Johnson	Orlando
Osceola	C. E. Yowell	Kissimmee
Palm Beach	W. E. Keen	West Palm Beach
Pasco	J. W. Sanders	Dade City
Pinellas	Dixie M. Hollins	Clearwater
Polk	John A. Moore	Bartow
Putnam	C. H. Price	Palatka
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St. Lucie	E. E. Smith	Ft. Pierce
Santa Rosa	J. D. Smith, Jr.	Milton
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Sumter	G. H. Tompkins	Wildwood
Suwannee	J. W. O'Hara	Live Oak
Taylor	F. S. Jackson	Perry
Volusia	C. R. M. Sheppard	DeLand
Wakulla	C. K. Allen	Sopchoppy
Walton	J. J. Kennedy	DeFuniak Springs
Washington	J. H. Varnum	Vernon

LETTER OF TRANSMITTAL

Department of Public Instruction,
Tallahassee, Florida, July 1st, 1918.

*To His Excellency,
Sidney J. Catts,
Governor of Florida.*

Sir:—In compliance with Section 27, Article IV, of the Constitution, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the past two years, beginning July 1st, 1916, and ending June 30th, 1918.

Yours obediently,
W. N. SHEATS,
State Superintendent of Public Instruction

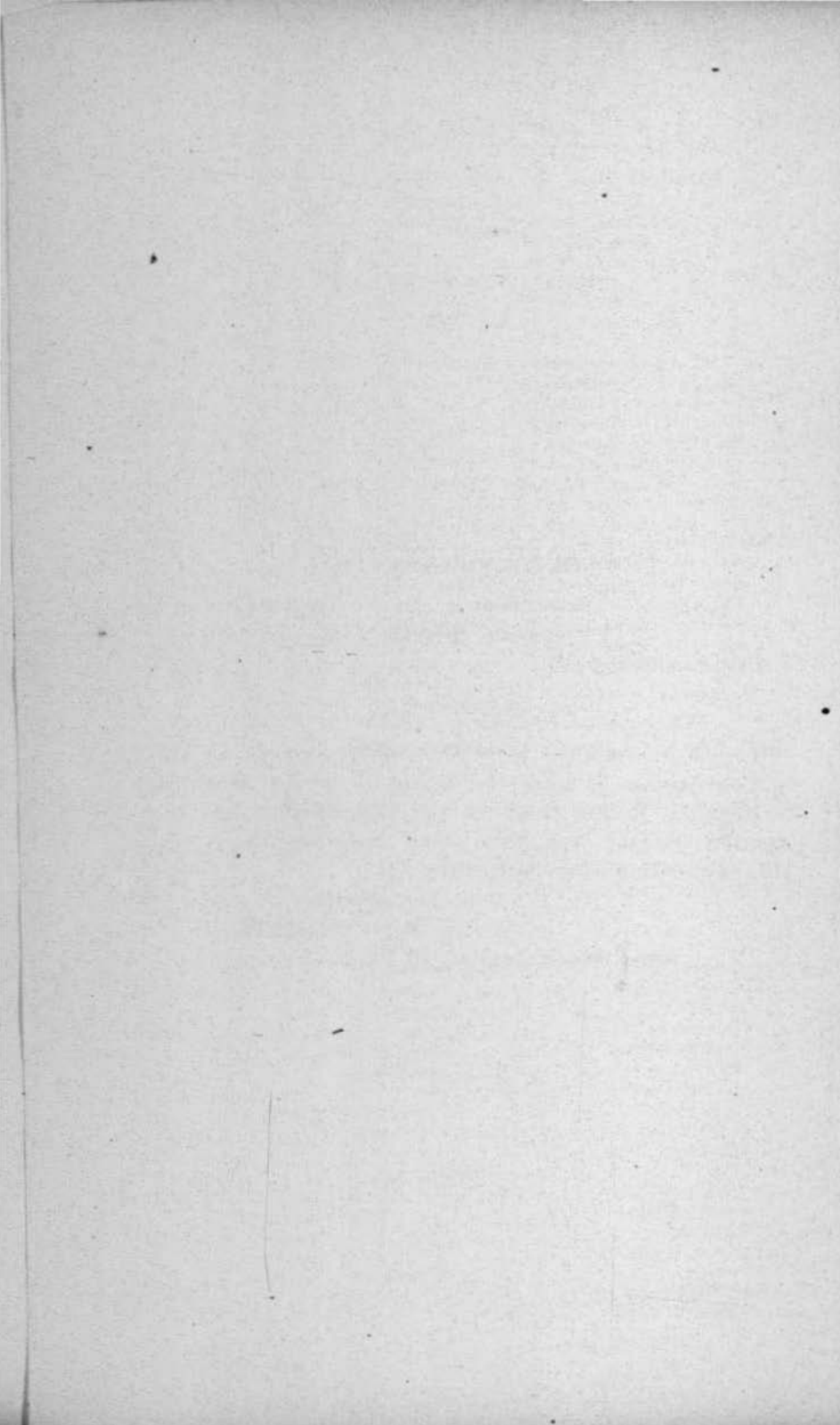


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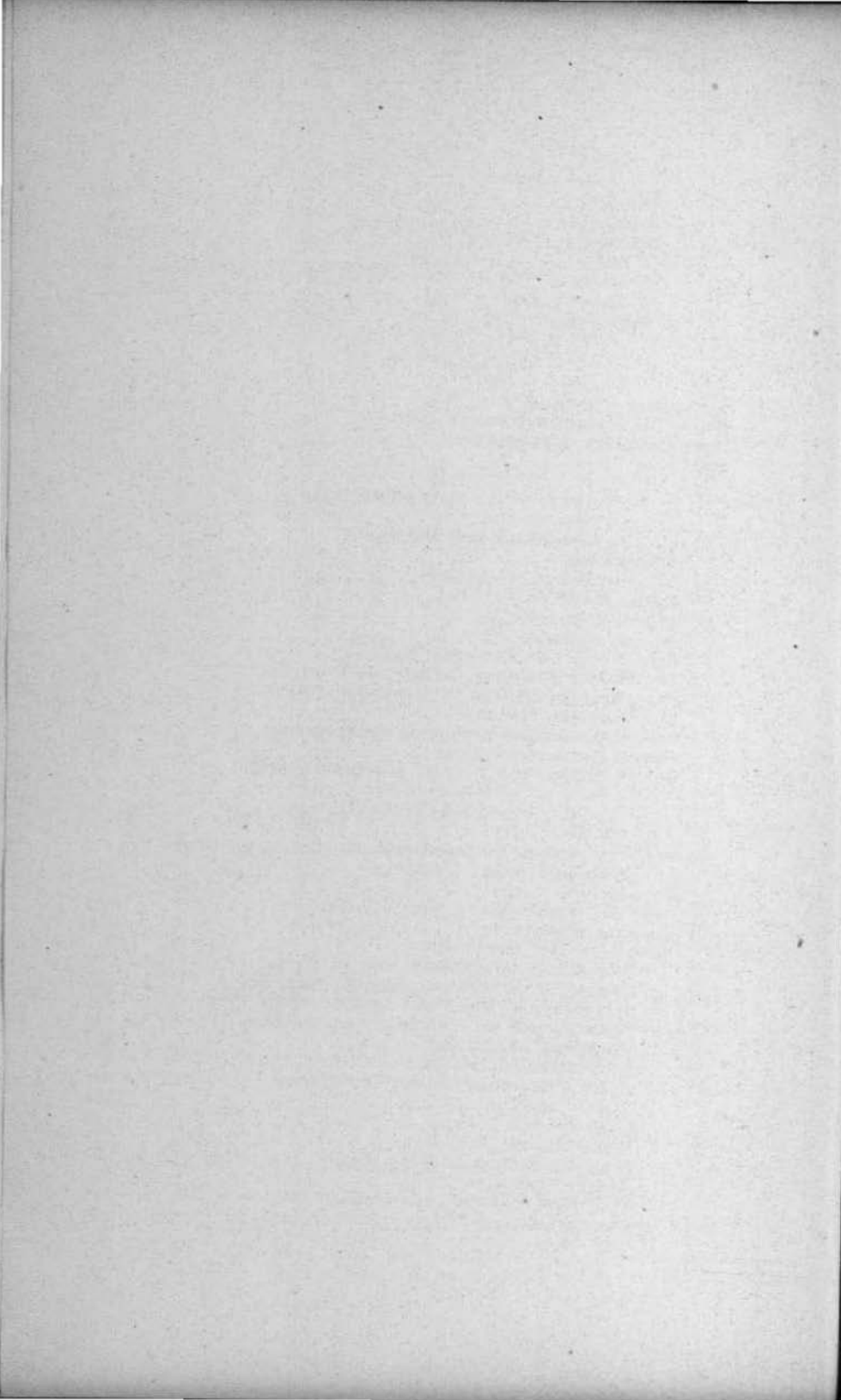
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REPORT OF THE FORTY-NINTH AND FIFTIETH YEARS OF THE PUBLIC SCHOOLS OF THE STATE OF FLORIDA.

INTRODUCTION.

The plan and subject matter of this Report is outlined in the Table of Contents on the preceding pages.

Statistical data pertaining to any individual county, or to the State as a whole, may be found in Chapter III. for the school year 1916-1917, and in Chapter IV. for the school year 1917-18. If any particular statistical fact is desired, one can examine the headings of the various Tables and the particular fact will be found, or related data from which it may be computed.

LABOR IN PREPARATION.—Only one having had experience in handling 108 County Superintendents' Annual Reports and having to glean therefrom 98 pages of statistical tables has any conception of the immense amount of labor required to prepare Chapters III. and IV. There are single columns of innocent looking figures to be found in either one of these chapters which cost some one two days of labor to prepare. Whether a State Educational Report is worth its cost in labor or money has always been questionable.

FACTS PRESENTED RELIABLE. While it is not claimed that every statistical item presented in this Report is absolutely correct, it is as nearly so as could be expected, considering that the data has been obtained from reports made by fifty-four different County Superintendents, some naturally not as careful and accurate as they might be in recording and reporting facts. The same items relating to any matter must be segregated from these different reports and summed up and averaged, hence any statistical item embracing the whole State is about as re-

liable as if one careful accountant had originally gathered and reported these facts for all counties.

BASIS FOR LEGISLATION.—Nothing could justify the cost and labor of a Bi-ennial Report by the State Superintendent unless the aim be to furnish a proper basis for wise legislation for the betterment of the public schools. If this, then, be the real aim of a State School Report, in addition to the statistical facts presented in Chapters III. and IV., attention should be given to the facts, figures and recommendations contained in the Bi-ennial Reports of the County Superintendents recorded in Chapter X. A majority opinion, or recommendation, of these county officers furnishes the safest expert testimony to be had in support of any measure looking to educational advancement. Of course no wise legislator would follow blindly the suggestion of any one of these, when in opposition to a recommendation endorsed by a majority of these officers. So when any recommendation of the State Superintendent is endorsed by statistical facts, and by a majority of the County Superintendents of the State, it would seem that his recommendation, in preference to the ~~dogged~~ opinion of one or more even plausible educators, should have weight before a legislative body. A statesman desiring to legislate wisely for public education will investigate not only State reports, but will weigh the suggestions of those in position to furnish expert opinions, and he will even go further and examine the reports of other states and the report of the United States Commissioner of Education, as well as the expert opinions of successful educators in the country at large. In this connection I specially commend to the legislator a careful study of Bulletin No. 4, "A Manual of Educational Legislation" prepared by educators of national reputation and wide experience and sent out by the Bureau of Education from the Department of the Interior. With such a wealth of information at his command, the legislator would not be justified in following the narrow and contracted view

of any one or more individuals, seeking legislation for individual or class benefit, or the views of any limited number of educators, however reputable, seeking to gratify personal ambitions.

CONTINUED GROWTH—It is not purposed in this introduction to direct attention to all evidences of growth in public education, along all lines for the past few years, but the recital of one fact of material growth is sufficient to establish the claim of great educational advancement in the State, viz: That the value of school buildings and equipment from July 1, 1912, to July 1, 1918, increased from \$3,960,469 to \$10,622,357. Considering that this great increase has been made in a State with not exceeding one million inhabitants, and with no greater wealth than Florida, and that during a great part of this time the world was involved in revolution and war, it is something wonderful and hardly without a parallel. The statistics show that the handsome concrete and brick buildings alone increased within this short period of six years from 74 to 242. The buildings themselves do not properly record the real increase, as the greater cost and number of recitation rooms has increased in a larger proportion than the number of buildings.

No well informed person will claim that Florida is leading all the States in public education, as is sometimes heard from the public platform, but the degree of interest and the progress along material lines, indicated by such statistics, may reasonably justify the claim that educational growth in the State is healthy and satisfactory and more rapid than the growth of the State in wealth and population. If the present rate of progress could be continued, the time may not be far distant that this boast, the State is leading, might be true some time in the future.

OTHER FACTS.—Without reciting here other evidences of progress, there will be presented in the body of this Report facts along other lines which will justify the

statement, "The Educational Progress of the State Is Remarkable, and the Outlook Is Most Gratifying."

CONCLUSION.—This Report is presented with the sincere desire that the time, labor and cost of its preparation will be fully compensated by the enactment of such legislation as will insure the highest development of the State's educational system.

CHAPTER I.

SUMMARY AND COMPARATIVE STATISTICS.

Comparison of statistical data for only two years does not furnish a true index and guide to determine the rate of movement, either forward or backwards of the subject intended to be illustrated, therefore there is brought forward and presented in this Chapter the totals for the whole State of the salient educational facts, as tabulated in Chapters III and IV, and these totals compared with like totals of ten and twenty years ago. Educational conditions of the State may, therefore, by the use of this Chapter, be studied in decimal periods and a fair estimate made of the rate and sum of the progress made.

For the convenience of those desiring only the statistics for the entire State, the totals and averages are given at the top of each table. Those interested in any particular county will find the educational facts for each county for the school year 1916-17 in Chapter III, and for the school year 1917-18 in Chapter IV.

A school year begins July 1st of one year and closes June 30th of the following, hence consists of part of two calendar years. For the sake of convenience and brevity the last number of a calendar year, embraced in a school year, is used in this Chapter to designate the period. For instance, the school year 1916-1917 is called 1917, and so with the other school years referred to.

SUMMARY AND COMPARATIVE STATISTICS.

PART I—RELATING TO SCHOOLS.

Total Population—	1898	1908	1918
Both Races.....	*464,639	†634,514	987,733
White	271,561	360,086	605,795
Negro	193,039	274,243	381,938

* State census of 1895; 39 Indians included in total.

† Includes 185 persons of other races.

School Population (6 to 21)—			
Both Races.....	*152,598	224,677	319,954
White	86,196	127,165	196,321
Negro	66,402	97,512	123,633

* School census of 1896.

Number of Schools Taught—			
Both Races.....	2,538	2,457	2,996
White	1,899	1,760	2,128
Negro	639	697	837

Total School Enrollment—	1898	1908	1918
Both Races.....	108,455	134,722	196,405
White	67,657	83,910	137,826
Negro	40,798	50,812	58,579
White Males.....	35,116	42,600	68,623
White Females.....	32,541	41,310	69,203
Negro Males.....	19,632	23,207	26,592
Negro Females.....	21,166	27,605	31,987

Average Daily Attendance—			
Both Races.....	74,004	94,987	137,295
White	46,329	57,173	96,823
Negro	27,675	37,814	40,472
White Males.....	23,443	28,403	47,071
White Females.....	22,886	28,770	49,752
Negro Males.....	13,266	17,161	18,108
Negro Females.....	14,409	20,653	22,364

Aggregate Days' Schooling Given—			
Both Races.....	7,664,402	11,387,126	17,851,426
White	4,926,882	7,486,397	13,715,137
Negro	2,737,520	3,900,729	4,136,289

Average Length of School Term in Days—			
Both Races.....	104	108	130
White	106	112	142
Negro	99	99	102

PART II—RELATING TO PUPILS.

Percentage of All Youth (6 to 21) Enrolled—

	1898	1908	1918
Both Races.....	71	60	61
White	78	66	70
Negro	61	52	47

Percentage of Enrolled in Daily Attendance—

Both Races.....	68	70	70
White	68	68	70
Negro	68	74	70

Average Number of Youth for Each School—

Both Races.....	60	91	107
White	45	72	92
Negro	104	140	148

Average Enrollment for Each School—

Both Races.....	43	55	66
White	36	48	65
Negro	64	73	70

Average Daily Attendance for Each School—

Both Races.....	29	39	46
White	24	32	45
Negro	43	54	48

Average Days' Schooling Given for Each Youth—

Both Races.....	50	51	56
White	57	59	70
Negro	41	40	33

Transportation of Pupils—

Number pupils transported....	*.....	*.....	4,261
White	*.....	*.....	4,225
Negro	*.....	*.....	36
Total cost	*.....	\$25,579.68	\$95,138.22
Average cost per pupil.....	*.....	*.....	22.33

* No data.

Educational Status of Youth Enrolled—

Total in Chart Classes.....	13,237	18,731	26,600
White	5,165	7,237	11,843
Negro	8,072	11,494	14,757
Total in First Grade.....	20,707	23,755	29,855
White	10,696	12,243	18,417
Negro	10,011	11,512	11,438
Total in Second Grade.....	18,634	19,030	25,511
White	10,596	10,529	16,390
Negro	8,038	8,501	9,121
Total in Third Grade.....	18,419	18,058	25,814
White	11,575	10,712	17,735
Negro	6,844	7,346	8,079

	1898	1908	1918
Total in Fourth Grade.....	18,669	17,817	23,979
White	13,356	11,836	17,663
Negro	5,313	5,981	6,316
Total in Fifth Grade.....	12,293	14,066	18,224
White	10,139	10,507	14,350
Negro	2,154	3,559	3,874
Total in Sixth Grade.....	*	*	14,343
White	*	*	12,409
Negro	*	*	1,934
Total in Seventh Grade.....	*	*	10,735
White	*	*	9,790
Negro	*	*	945
Total in Eighth Grade.....	*	*	8,812
White	*	*	8,307
Negro	*	*	505
Total in Ninth Grade.....	*	*	4,742
White	*	*	4,529
Negro	*	*	213
Total in Tenth Grade.....	*	*	2,866
White	*	*	2,701
Negro	*	*	165
Total in Eleventh Grade.....	*	*	1,782
White	*	*	1,726
Negro	*	*	56
Total in Twelfth Grade.....	*	*	1,231
White	*	*	1,202
Negro	*	*	29
Total in Grades higher than			
Fifth	6,228	23,265	44,511
White	5,935	20,846	40,664
Negro	293	2,419	3,847

* At that date all pupils above Fifth Grade were reported together.

PART III—RELATING TO TEACHERS.

Number of Teachers' Positions Filled—

Both Races.....	2,792	4,084	5,992
White	2,108	3,067	4,675
Negro	684	1,017	1,317

Average Number of Youths per Teacher—

Both Races.....	55	55	53
White	41	41	42
Negro	97	96	94

Average Enrollment per Teacher—

Both Races.....	39	33	33
White	32	27	29
Negro	60	50	44

	1898	1908	1918
Average Daily Attendance per Teacher—			
Both Races.....	27	23	23
White	22	19	21
Negro	40	37	31
Number of Different Teachers Employed—			
Both Races.....	2,792	3,597	6,350
White	2,108	2,716	5,062
Negro	684	881	1,288
White Males	796	588	997
White Females	1,312	2,128	4,065
Negro Males	325	247	258
Negro Females	359	634	1,030
Certificates Held by Teachers Employed—			
Total State.....	10	†.....	173
White	10	†.....	172
Negro .....	.....	†.....	1
Total Life State.....	2	†.....	83
White	2	†.....	82
Negro .....	.....	†.....	1
Total Graduate State.....	*	*	84
White	*	*	84
Negro .....	*	*	.....
Total Special	*	*	323
White	*	*	319
Negro	*	*	4
Total Primary	*	†.....	118
White	*	†.....	118
Negro .....	*	†.....	.....
Total Life Primary.....	10	*	105
White	10	*	105
Negro .....	.....	*	.....
Total Life First Grade (three kinds)	*	†.....	117
White	*	†.....	100
Negro	*	†.....	17
Total First Grade.....	512	795	1,299
White	471	736	1,240
Negro	41	59	59
Total Second Grade.....	1,460	1,396	2,371
White	1,140	1,014	1,886
Negro	320	382	485
Total Third Grade.....	820	886	1,447
White	497	486	818
Negro	323	400	629
Total Temporary	21	†.....	147
White	19	†.....	125
Negro	2	†.....	22
Total All Other Certificates...	.....	520	.....
White .....	.....	480	.....
Negro .....	.....	40	.....

* None at that date. † No data.

	1898	1908	1918
Result of Uniform Examinations—			
Total Examinees	2,023	1,948	*1,066
White	1,359	1,310	729
Negro	664	638	337
Total Failing to Pass.....	783	558	316
White	392	304	149
Negro	391	254	167
1st Grade Certificates Issued..	169	269	117
White Males	82	67	23
White Females	81	184	92
Negro Males	5	9	2
Negro Females	1	9	.....
2nd Grade Certificates Issued..	474	487	291
White Males	154	90	27
White Females	249	281	232
Negro Males	36	32	10
Negro Females	35	84	22
3rd Grade Certificates Issued..	597	634	342
White Males	146	72	32
White Females	255	312	174
Negro Males	85	55	17
Negro Females	111	195	119

* Includes only September examination of 1917. The State Board of Examiners began October 1, 1917. The results of these examinations are reported on page 61.

Other Facts Relative to Teachers Employed—

Graduates of Normal Schools..	317	614	778
White	258	448	623
Negro	59	166	155
White Males	108	110	.....
White Females	150	338	.....
Negro Males	31	49	.....
Negro Females	28	117	.....
Attending Summer Schools...	973	555	1,019
White	712	461	930
Negro	261	94	89
White Males	211	107	.....
White Females	501	354	.....
Negro Males	90	24	.....
Negro Females	171	70	.....
Attending State Associations..	488	469	581
White	303	334	452
Negro	185	135	129
Taking Educational Journals..	1,672	1,511	2,684
White	1,255	1,126	2,185
Negro	417	385	499
Total Non-Resident Teachers.	436	1,005	1,190
White	346	792	1,013
Negro	90	213	177
Of County Where Taught.....	330	753	922
White	252	549	755
Negro	78	204	167

	1898	1908	1918
Of the State.....	106	252	268
White	94	243	258
Negro	12	9	10
Average Age of Teachers—			
All Teachers	27	27	25
White Males	29	32	27
White Females	25	25	24
Negro Males	30	34	34
Negro Females	25	27	26
Average Experience of Teachers in Months—			
All Teachers	39	42	40
White Males	43	59	42
White Females	33	34	34
Negro Males	58	89	90
Negro Females	38	39	47
Percentage of Male Teachers—			
Both Races	40	23	20
White	38	22	19
Negro	48	28	22
Aggregate Salaries Paid Teachers—			
*All Teachers	\$528,871	\$1,017,276	\$2,386,976
White Males	168,791	233,991	514,568
White Females	252,238	630,224	1,639,200
Negro Males	54,433	48,734	56,926
Negro Females	53,409	104,327	176,282
* Cents omitted.			
Average Monthly Salaries Paid Teachers—			
All Teachers	\$ 33.73	\$ 44.69	\$ 60.72
White Males	38.66	67.90	91.05
White Females	33.96	44.26	60.98
Negro Males	28.85	37.65	47.93
Negro Females	26.73	27.22	32.23
Highest Monthly Salaries Paid Teachers—			
White Males	\$150.00	\$225.00	\$437.50
White Females	100.00	118.00	150.00
Negro Males	90.00	90.00	166.67
Negro Females	50.00	65.00	75.00

PART IV—RELATING TO FINANCES.

Taxation for Schools—

Property assessed	*\$95,117,156	\$152,541,453	\$322,216,072
Poll taxes levied.....	68,068	67,150	85,036
State one-mill levy.....	95,117	152,541	322,216
County taxes levied.....	462,007	990,160	2,231,417
District taxes levied.....	†.....	202,657	1,608,292

	1898	1908	1918
No special tax districts.....	†.....	466	989
Poll taxes collected.....	† 39,262	† 95,659	† 89,490
One-mill tax collected	† 97,268	†140,423	† 341,986
County taxes collected.....	†413,847	†878,217	†2,113,641
District taxes collected.....	18,254	†175,007	†1,050,028

Total school taxes collected. \$ 568,631 \$ 1,289,306 \$ 3,595,145

* Cents omitted. † Data not given. ‡ Includes back taxes.

School Fund Receipts and Sources—

Cash on hand.....	*\$52,832	\$ 287,997	\$1,906,477
Poll taxes	39,262	95,659	89,490
One-mill tax apportionment...	97,268	140,423	341,986
County taxes	413,847	878,217	2,113,641
District taxes	18,254	175,007	1,050,028
Interest on State fund.....	34,738	34,813	71,247
Tuition of non-resident pupils	546	949	2,810
Examination fees	1,973	1,849	1,092
State Aid fund.....	†.....	45,040	.....
Loans	†.....	101,248	1,533,626
Sale of bonds.....	†.....	†.....	369,802
All other sources.....	24,848	56,208	454,472

Totals.....\$683,568 \$1,817,410 \$7,934,671

* Cents omitted. † No data.

Expenditures for Schools Proper—

	1898	1908	1918
Salaries of teachers.....	*\$528,872	\$1,017,276	\$2,386,976
Repairs of buildings.....	11,967	41,925	123,284
Insurance	1,567	7,394	31,911
Rent	2,140	3,017	3,334
Janitors	3,635	12,992	76,305
Fuel	1,270	4,143	25,490
Free books	1,481	5,959	5,829
Transportation of pupils....	.....	25,580	95,158
School incidentals	4,715	28,420	134,156

Totals.....\$555,647 \$1,146,706 \$2,882,444

* Cents omitted.

Expenditures for School Administration—

	1898	1908	1918
Salaries of County Superintendents	30,986	51,955	96,286
Traveling expenses, County Superintendents	1,679	1,455	7,900
School Boards, per diem and mileage	8,954	15,046	23,279
Incidentals of Boards and Superintendents	3,753	8,476	40,405

	1898	1908	1918
Printing	†.....	3,722	10,522
Treasurers' commissions....	8,158	29,031	†.....
Teachers' examinations.....	2,390	2,757	3,564
Tuition county-line pupils...	242	897	1,588
Institutes and Summer Schools	918	1,898	5,686
Books and furniture not dis- tributed	†.....	11,210	59,153
Interest on debts and loans.	78,214	31,837	429,122
All other purposes.....	7,135	47,596	287,730

Totals..... \$142,429 \$205,880 \$965,235

* Cents omitted. † No data. ‡ Treasurers abolished.

Expenditures for Property and Equipment—

Lots	*\$ 1,318	\$ 7,022	\$ 71,348
New buildings	22,400	188,062	766,323
Furniture	8,497	30,376	90,181
Apparatus	6,660	5,995	49,321
Libraries .....	.....	.....	12,163

Totals..... \$38,875 \$ 231,455 \$ 989,336

* Cents omitted.

Summary Expenditures for Schools—

	1898	1908	1918
Schools proper	\$555,647	\$1,146,706	\$2,882,444
School administration.....	142,429	205,880	965,235
Property and equipment.....	38,875	231,455	989,336

Totals..... \$736,951 \$1,584,041 \$4,837,015

School Warrants Drawn—

	1898	1908	1918
Total cost of schools.....	\$736,951	\$1,584,041	\$4,837,015
Warrants for borrowed money	34,926	187,484	1,125,978

Total warrants drawn..... \$771,877 \$1,771,525 \$5,962,993

Financial Condition of County Boards—

	1898	1908	1918
Indebtedness of County Funds:			
Warrants outstanding.....	\$165,139	\$ 449,687	\$ 155,437
Time warrants outstanding..	*.....	*.....	3,359,485

Total county funds..... \$165,139 \$ 449,687 \$2,514,922

Indebtedness of District Funds:

Warrants outstanding.....	†.....	.....	\$ 61,464
Time warrants outstanding..	*.....	.....	107,621
Bonds outstanding.....	†.....	.....	3,485,300

Total district funds..... \$3,654,285

Total indebtedness..... \$165,139 \$ 449,687 \$7,169,307

	1898	1908	1918
Cash on Hand:			
In county funds.....	\$ 43,971	\$ 162,248	\$ 459,844
In district funds.....	†.....	.....	1,004,116
Total cash on hand.....	\$ 43,971	\$ 162,248	\$1,463,960
Net Indebtedness:			
County funds.....	\$121,168	\$ 287,439	\$3,055,078
District funds.....	†.....	.....	2,650,269
Total net indebtedness....	\$121,168	\$ 287,439	\$5,705,347
* None issued. † No data.			

PART V—SCHOOL EXPENDITURE BY RACES.

Expenditures for White Schools—	1898	1908	1918
Cost of schools proper.....	\$440,735	\$1,204,998	\$2,628,060
Property and equipment.....	31,234	*.....	877,520
Administration prorated.....	93,496	143,554	877,865
Total cost of white schools.	\$565,465	\$1,348,552	\$4,383,445

Expenditures for Negro Schools—			
Cost of schools proper.....	\$114,912	\$ 173,164	\$ 254,384
Property and equipment.....	7,641	*.....	111,816
Administration prorated.....	48,933	62,326	77,400
Total cost of negro schools.	\$171,486	\$ 235,490	\$ 443,600
* Then not divided as to races.			

Per Capita School Expenditures, Counting Both Races—			
Per inhabitant	\$1.58	\$ 2.50	\$ 4.90
Per youth of school age.....	4.82	7.05	15.43
Per pupil enrolled.....	6.78	11.76	24.63
Per pupil in daily attendance.	9.96	16.68	35.23

Per Capita School Expenditures, Counting Whites Only—			
Per white inhabitant.....	\$2.09	\$ 3.75	\$ 7.26
Per white youth of school age.	6.56	10.65	21.87
Per white pupil enrolled.....	8.57	16.07	31.15
Per white pupil in daily attendance	12.96	23.59	45.37

Per Capita School Expenditure, Counting Negroes Only—			
Per negro inhabitant.....	\$.89	\$.86	\$ 1.12
Per negro youth of school age	2.58	2.41	3.59
Per negro pupil enrolled.....	4.20	4.63	7.57
Per negro pupil in daily attendance	6.20	6.23	10.93

Per Capita Cost of Teachers, Counting Both Races—			
Per inhabitant	\$1.14	\$ 1.60	\$ 2.42
Per youth of school age.....	3.47	4.53	7.46
Per pupil enrolled.....	4.86	7.55	12.15
Per pupil in daiy attendance..	7.15	10.71	17.38

	1898	1908	1918
Per Capita Cost of White Teachers—			
Per white inhabitant.....	\$1.55	\$ 2.40	\$ 3.56
Per youth of school age.....	4.89	6.79	10.97
Per pupil enrolled.....	6.22	10.54	15.63
Per pupil in daily attendance.	9.09	14.59	22.24

Per Capita Cost of Negro Teachers—			
Per negro inhabitant.....	\$.56	\$.55	\$.60
Per youth of school age.....	1.62	1.57	1.81
Per pupil enrolled.....	2.64	3.01	3.98
Per pupil in daily attendance.	3.90	4.06	5.76

One-Mill Tax Apportionment—

County receiving largest amount for \$1 paid:

Gadsden	\$3.00	\$....	\$....
Jefferson .....	....	2.91	....
Jackson .....	....	....	3.09

County receiving smallest amount for \$1 paid:

Dade	\$.48	\$....	\$....
Lee .....	....	\$ .31	....
St. Johns .....	....	....	\$ .36

Facts Relating to County Superintendents—

Visits to schools one hour or more long			
.....	2,900	2,520	3,920
To schools for whites.....	*....	2,037	3,375
To schools for negroes.....	*....	483	545
Average salary	\$ 688.58	\$1,129.45	\$1,783.07
Highest salary:			
Hillsborough	1,800.00	\$.....	\$.....
Duval and Hillsborough, each .....	.....	2,400.00	.....
Duval .....	.....	.....	4,500.00
Lowest salary:			
Franklin and Liberty Counties	150.00	.....	.....
DeSoto County .....	.....	375.00	.....
Baker, Franklin, Liberty, Wakulla .....	.....	.....	900.00
Largest traveling expenses:			
Hillsborough County.....	300.00	.....	.....
Lake County .....	.....	200.00	.....
Palm Beach County.....	.....	.....	991.26
Smallest traveling expenses:			
(12 counties paid none)	.....	.....	.....
Osceola County	8.47	.....	.....
(27 counties paid none)	.....	.....	.....
Levy County .....	.....	9.65	.....
(9 counties paid none)	.....	.....	.....
Nassau County .....	.....	.....	8.22
Average cost of traveling expenses:			
32 counties paying.....	52.47	.....	.....
26 counties paying.....	.....	77.58	.....
45 counties paying.....	.....	.....	171.74

PART VI—SCHOOL PROPERTY AND VALUE.

Total School Buildings—	1898	1908	1918
Both races	2,121	2,357	2,674
For whites	1,638	1,769	2,058
For negroes	483	588	616
Total concrete .....	.....	.....	56
For whites .....	.....	.....	54
For negroes .....	.....	.....	2
Total brick	14	33	186
For whites	11	32	180
For negroes	3	1	6
Total frame	1,855	2,259	2,432
For whites	1,435	1,688	1,824
For negroes	420	571	608
Total log	252	65	.....
For whites	192	49	.....
For negroes	60	16	.....
Total rooms in buildings.....	2,705	3,775	6,659
For whites	2,075	2,914	5,522
For negroes	630	861	1,137
Total patent desks.....	22,441	57,308	152,875
Double desks	16,694	33,397	38,578
For whites	13,405	26,772	25,112
For negroes	3,289	6,625	13,466
Single desks	5,747	23,911	114,297
For whites	4,999	22,473	107,177
For negroes	748	1,438	7,120
Total square yds. blackboards	35,420	39,020	86,376
For whites	29,121	31,919	77,310
For negroes	6,299	7,101	9,066
Total volumes in libraries... *	.....	* .....	125,666
For whites	*	*	121,043
For negroes	*	*	4,623

* No data.

Value of School Property—	1898	1908	1918
School lots	\$107,396	\$ 367,075	\$1,632,006
For whites	82,193	327,538	1,519,396
For negroes	25,203	39,537	112,610
School buildings	514,230	1,428,997	7,932,719
For whites	427,781	1,260,116	7,397,422
For negroes	86,449	168,881	535,297
Value of Lots and Buildings—			
For whites	509,974	1,587,654	8,916,818
For negroes	111,652	208,418	647,907
Total.....	\$621,626	\$1,796,072	\$9,564,725
Value of Furniture—			
For whites	83,243	183,480	675,510
For negroes	16,103	26,812	64,418
Total.....	\$ 99,346	\$ 210,292	\$ 739,928

	1898	1908	1918
Value of Apparatus—			
For whites	29,953	42,508	182,166
For negroes	4,899	3,695	9,798
Total.....	\$ 34,852	\$ 46,203	\$ 191,964
Value of Libraries—			
For whites	*.....	*.....	122,406
For negroes	*.....	*.....	3,334
*No data.			
Total Value School Property...	\$755,824	\$2,052,567	\$10,622,357

OBSERVATIONS ON THE COMPARATIVE STATISTICS.

It is unnecessary to add any explanations or to make extensive observations on the foregoing total statistics, as the items under each topic head are generally complete enough to furnish a correct estimate of the progress made during each of the two periods of ten years.

Several foot notes were necessary to explain that there was "no data" as to certain items of statistics at certain periods. This was due to the fact that the earlier blanks did not call for a report of many facts demanded in later blanks. For example, the older report forms did not call for the classification of pupils by grades above the Fifth Grade. All pupils above that grade were reported together as in "Higher Branches;" certain expenditures, as for furniture, apparatus, libraries, etc., were reported as cost of "equipment;" the same is true as regards other matters of statistics.

One fact stands out prominently in these Comparative Statistics, and that is that the growth in the schools of the State on all material points was marked during each decade and for the whole period of 20 years.

It was sufficient to justify a feeling of pride in those who have had most to do in directing the school affairs of the State. The growth has not been startling for any one period, but continuous and regular year after year.

As these statistics speak volumes in themselves, it is deemed superfluous to make further observations upon them.

OTHER COMPARATIVE STATISTICS.

It is necessary to institute other comparative statistics at this point to dispel the notion prevailing in the minds of many persons, who should be well enough informed to know better, that Florida is really out-ranking any state in the Union in the matter of public education.

Lest this opinion become general and cause a slackening of effort to raise the status of the State educationally, comparative statistics are now given, showing how Florida ranks with the United States, the five General Divisions of States, ten states ranking highest, and with ten states ranking lowest on certain of the most important counts in determining the real status of any educational system.

Eight points of comparison practically determine the value and rank of any school system. These are: the percentage of the school population enrolled; the percentage of average daily attendance; the length of the school term; the days schooling given for every youth; the percentage of men teachers; the average value of the school buildings; the average monthly salaries paid teachers; the average per capita expenditure for schools.

Statistics on these eight point of comparison are now presented without further comment as the figures speak for themselves. It can be readily seen how much Florida must move up before it can be said that the State matches the leading states of the United States in matters of public education.

It will be noted that the statistics of the United States and of the individual states are used for the year 1916, because these are the latest obtainable, while the statistics of Florida for 1918—two years later—are used, because these are the latest obtainable.

Before beginning these comparisons, it may be of assistance to give the states comprising each of the five General Divisions of States.

North Atlantic Division.—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania—9 states.

North Central Division.—Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas—12 states.

South Atlantic Division.—Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida—8 states and the District of Columbia.

South Central Division.—Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma—8 states.

Western Division.—Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, California—11 states.

PERCENTAGE OF SCHOOL POPULATION ENROLLED.

In the United States.....	75.81
In the North Atlantic Division.....	71.95
In the North Central Division.....	77.41
In the South Atlantic Division.....	76.34
In the South Central Division.....	74.94
In the Western Division.....	84.28

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
California	94.47	Louisiana	55.91
Iowa	90.11	Rhode Island.....	63.23
Tennessee	88.81	New Mexico.....	64.79
Wyoming	88.04	Wisconsin	66.75
Utah	85.96	Maryland	68.00
Delaware	85.90	New Hampshire	68.70
Nebraska	84.84	South Dakota.....	69.35
Idaho	84.68	Alabama	69.48
Maine	84.35	New York.....	69.59
North Carolina.....	84.07	Pennsylvania	70.86

Florida, in 1918, 70 per cent.

PER CENT ENROLLED IN DAILY ATTENDANCE.

In the United States.....	75.5
In the North Atlantic Division.....	80.7
In the North Central Division.....	80.4

In the South Atlantic Division.....	69.4
In the South Central Division.....	66.6
In the Western Division.....	76.2

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
Illinois	89.8	Delaware	54.8
Oregon	89.7	Mississippi	61.3
Ohio	84.9	Alabama	62.9
Massachusetts	84.2	Oklahoma	63.1
Indiana	82.2	Kentucky	65.9
Utah	81.3	New Mexico	66.7
Michigan	81.3	South Carolina.....	67.1
New York.....	81.1	Arizona	67.1
Wisconsin	81.1	Arkansas	68.0
New Hampshire.....	80.8	Texas	68.0

Florida in 1918, 69.9.

AVERAGE LENGTH OF SCHOOL TERM IN DAYS.

In the United States.....	160.3
In the North Atlantic Division.....	181.7
In the North Central Division.....	167.1
In the South Atlantic Division.....	135.1
In the South Central Division.....	135.1
In the Western Division.....	167.7

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
Rhode Island.....	194.3	South Carolina.....	108.5
New York.....	190.2	Mississippi	123.0
Connecticut	183.2	Tennessee	123.8
New Jersey.....	183.0	North Carolina.....	124.2
Massachusetts	181.7	Louisiana	134.9
Maryland	178.0	Arkansas	134.9
Montana	176.7	Alabama	135.0
California	176.0	West Virginia.....	135.0
Ohio	175.3	Texas	135.0
Vermont	175.0	Georgia	136.7

Florida, in 1918, counting both races, 130; whites alone, 142.

AVERAGE DAYS' SCHOOLING GIVEN FOR EACH CHILD.

In the United States.....	91.7
In the North Atlantic Division.....	105.5
In the North Central Division.....	104.1
In the South Atlantic Division.....	71.6
In the South Central Division.....	67.4
In the Western Division.....	107.7

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
Montana	134.5	Louisiana	55.5
California	126.6	South Carolina.....	55.8
Connecticut	117.1	Alabama	58.9
Iowa	116.0	Mississippi	60.0
Michigan	115.6	New Mexico.....	61.6
Utah	113.9	Texas	67.3
Maine	112.9	Georgia	69.1
Massachusetts	111.3	North Carolina.....	71.8
Ohio	110.7	Virginia	71.9
New Jersey.....	109.2	Kentucky	72.9
Florida in 1916, 73.2.			

PERCENTAGE OF MEN TEACHERS.

The average layman can see no value in this item of statistics, but the experienced School Superintendent knows that a large percentage of men teachers indicates stagnation and non-progressiveness in any school system, though all recognize that a reasonable per cent of men teachers is necessary for the strength of any system.

In the United States.....	19.8
In the North Atlantic Division.....	13.9
In the North Central Division.....	18.0
In the South Atlantic Division.....	22.9
In the South Central Division.....	30.7
In the Western Division.....	18.4

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
Arkansas	44.8	Connecticut	6.4
West Virginia.....	43.4	Vermont	7.6
Kentucky	34.1	Rhode Island.....	8.4
New Mexico	33.3	New Hampshire.....	8.7
Tennessee	32.3	Massachusetts	10.2
Indiana	31.6	Iowa	10.5
Oklahoma	29.8	Wisconsin	10.8
Alabama	29.1	New York.....	11.0
Texas	28.4	Minnesota	11.0
Utah	28.3	Maine	11.4
Florida in 1918, 20.0 per cent.			

AVERAGE VALUE OF SCHOOL BUILDINGS.

In making the comparisons under this head, since it is impossible to ascertain the value of school buildings exclusive of their furnishings, the total value of all public property used for school purposes will be employed in finding the average value of school buildings. This will approximate near enough the true average value of the buildings for purposes of comparison.

Aggregate Value of School Buildings.

In the United States.....	\$1,662,446,536
In the North Atlantic Division.....	625,000,554
In the North Central Division.....	608,497,769
In the South Atlantic Division.....	99,629,874
In the South Central Division.....	137,775,561
In the Western Division.....	191,533,778

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.

State—	No. School Houses	Total Value	Average Value
New Jersey.....	2,194	\$69,293,018	\$31,583
Massachusetts	4,531	96,521,456	21,369
New York.....	11,935	244,739,916	20,506
Rhode Island	520	10,081,135	19,387
Connecticut	1,515	27,719,683	18,297
California	5,141	84,721,886	16,480
Utah	744	11,619,642	15,618
Pennsylvania	15,375	154,363,211	10,020
Illinois	13,581	135,357,497	9,967
Washington	3,429	32,751,292	9,551

Ten Lowest in 1916.

State—	No. School Houses	Total Value	Average Value
Mississippi	7,781	\$ 3,110,300	\$ 400
North Carolina.....	8,188	11,489,882	1,403
Alabama	6,911	10,898,517	1,577
South Carolina.....	5,001	8,117,280	1,623
Kentucky	8,406	15,521,654	1,846
Georgia	7,985	15,048,880	1,861
Arkansas	6,548	12,660,849	1,918
South Dakota.....	5,298	10,994,385	2,075
West Virginia.....	7,121	15,599,531	2,196
North Dakota.....	5,421	12,115,050	2,235

Florida, in 1918, \$3,980, and ranks 24.

AVERAGE MONTHLY SALARIES PAID TEACHERS.

	Men	Women	All
In United States.....	\$ 85.36	\$66.88	\$70.21
In North Atlantic Division.....	107.96	75.90	80.15
In North Central Division.....	84.82	64.97	68.14
In South Atlantic Division.....	67.90	46.40	50.65
In South Central Division.....	70.56	57.02	61.18
In Western Division.....	117.13	88.59	95.05

AVERAGE MONTHLY SALARIES PAID MEN TEACHERS.

Florida Compared with Other States.

Ten Highest in 1916.

California	\$151.63
Rhode Island	142.03
Nevada	133.41
Connecticut	127.03
Arizona	119.35
New Hampshire.....	116.39
Idaho	112.38
Utah	109.90
Illinois	106.24
Minnesota	98.45

Ten Lowest in 1916.

Delaware	\$57.06
Georgia	65.23
Virginia	66.07
Pennsylvania	68.63
Ohio	68.73
South Carolina.....	70.54
Nebraska	73.21
North Dakota	75.00
Missouri	75.65
Oklahoma	75.90

Florida, in 1918—White Males, \$91.05; Negro Males, \$47.93.

AVERAGE MONTHLY SALARIES PAID WOMEN TEACHERS.

Florida Compared with Other States.

Ten Highest in 1916.

California	\$106.71
Arizona	90.65
Illinois	88.18
Nevada	87.55
Utah	80.69
Idaho	79.31
Texas	78.87
Montana	76.98
New Mexico.....	74.47
Rhode Island.....	68.00

Ten Lowest in 1916.

Georgia	\$39.25
Delaware	42.37
Vermont	44.84
Virginia	45.06
Maine	49.55
South Carolina.....	49.89
Pennsylvania	50.55
Nebraska	50.94
New Hampshire.....	51.05
North Dakota.....	57.20

Florida, in 1918—White Females, \$60.98; Negro Females, \$32.23.

AVERAGE MONTHLY SALARIES PAID ALL TEACHERS.

Florida Compared with Other States.

Ten Highest in 1916.

California	\$113.46
New York	101.70
Washington	99.26
Arizona	96.30
Idaho	95.85
New Jersey.....	95.34
Nevada	94.32
Illinois	91.57
Utah	88.95
Massachusetts	88.03

Ten Lowest in 1916.

Mississippi	\$37.99
North Carolina.....	42.57
Georgia	44.49
Delaware	44.79
Vermont	48.31
Virginia	48.50
Arkansas	49.62
Alabama	50.96
South Dakota.....	51.03
West Virginia.....	51.69

Florida, in 1918, \$60.72.

AVERAGE PER CAPITA EXPENDITURE FOR SCHOOLS.

Based on Total Population.

In United States.....	\$6.28
In North Atlantic Division.....	7.12
In North Central Division.....	7.72
In South Atlantic Division.....	3.18
In South Central Division.....	3.30
In Western Division.....	9.53

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
Montana	\$14.14	Mississippi	\$1.48
California	10.93	Alabama	2.15
Arizona	10.44	South Carolina.....	2.20
Utah	10.31	Georgia	2.22
North Dakota.....	10.25	North Carolina.....	2.29
Idaho	9.65	Arkansas	2.56
Iowa	9.35	Tennessee	2.96
Minnesota	9.17	Louisiana	3.01
New Jersey.....	8.86	Delaware	3.08
Washington	8.53	Virginia	3.33

Florida, in 1918, \$4.90.

AVERAGE PER CAPITA EXPENDITURE FOR SCHOOLS.

Based on Youth of School Age.

In United States.....	\$23.87
In North Atlantic Division.....	30.38
In North Central Division.....	30.28
In South Atlantic Division.....	10.48
In South Central Division.....	10.64
In Western Division.....	43.08

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.		Ten Lowest in 1916.	
Montana	\$65.71	Mississippi	\$4.53
California	56.24	South Carolina.....	6.58
Nevada	43.73	Alabama	6.77
Arizona	42.60	Georgia	6.96
Washington	38.91	North Carolina.....	7.11
Wyoming	38.81	Arkansas	8.28
New Jersey.....	36.92	Louisiana	9.62
Oregon	36.61	Tennessee	9.87
Idaho	36.55	Virginia	10.97
North Dakota.....	36.43	Kentucky	11.93

Florida, in 1918, \$15.43.

AVERAGE PER CAPITA EXPENDITURE FOR SCHOOLS.

Based on Average Attendance.

In United States.....	\$41.72
In North Atlantic Division.....	52.20
In North Central Division.....	48.64
In South Atlantic Division.....	19.78
In South Central Division.....	21.32
In Western Division.....	67.08

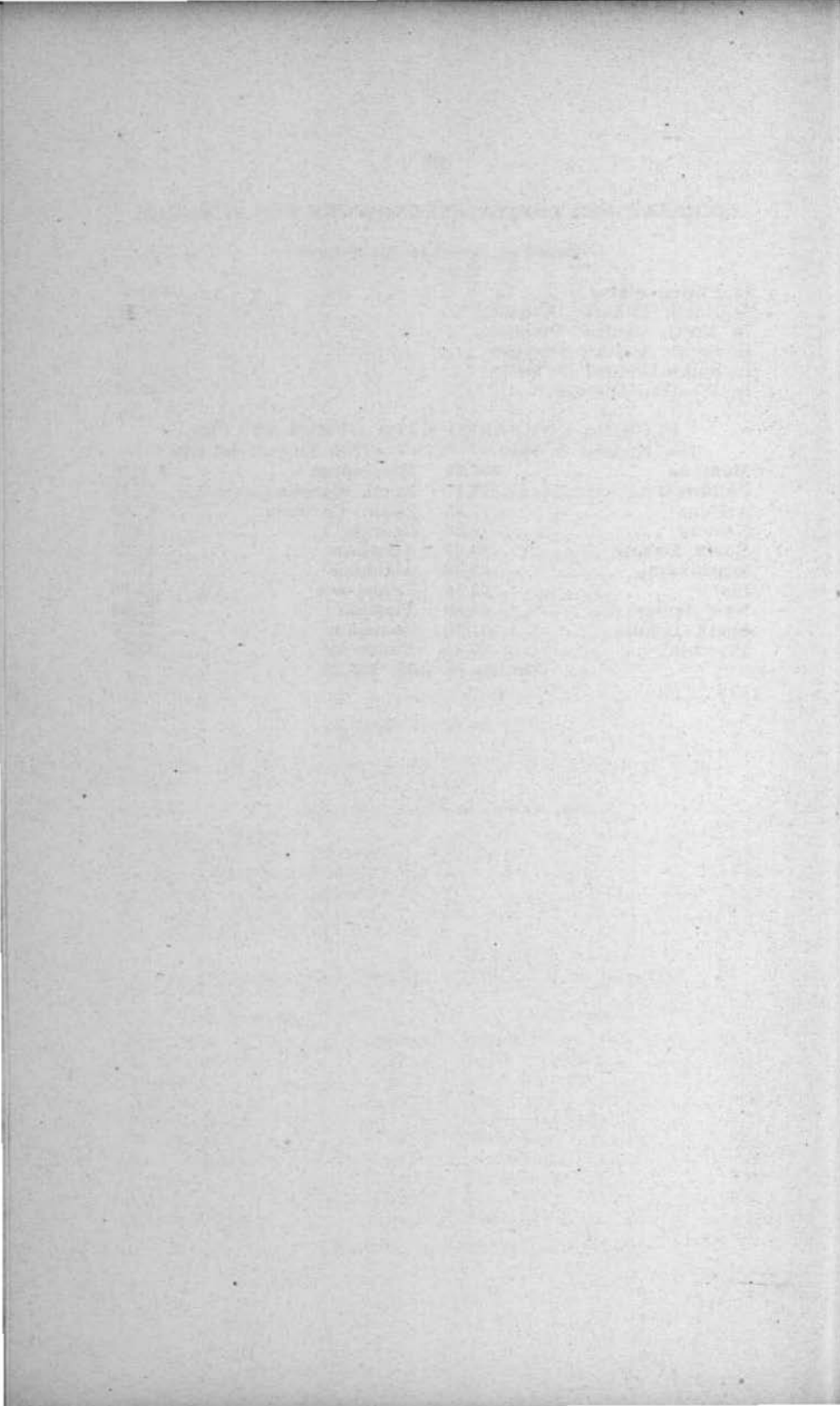
FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1916.

Ten Lowest in 1916.

Montana	\$86.36	Mississippi	\$ 9.30
California	78.17	North Carolina	12.31
Arizona	77.85	South Carolina	12.80
Nevada	76.26	Georgia	13.77
North Dakota.....	69.62	Arkansas	14.63
Washington	68.33	Alabama	15.33
Idaho	63.56	Tennessee	15.76
New Jersey.....	61.89	Virginia	21.53
South Dakota.....	61.26	Louisiana	23.36
Wyoming	57.65	Kentucky	23.56

Florida in 1918, \$35.23.



CHAPTER II.

SUNDRY MINOR REPORTS AND RECOMMENDED LEGISLATION.

STATE BOARD OF EXAMINERS.

The State Board of Examiners, created by Chapter 7372, Acts of 1917, and consisting of Dr. W. F. Yocum, chairman, and Miss Clem Hampton and Miss Christian McDonald, held its first examination under that Act at Milton, October 2nd to 5th, 1917. Between that date and June 30th, 1918, the closing date of this report, the result of 36 examinations were reported by the Board to the State Superintendent as having been held in the following counties in the order named: Santa Rosa, Suwannee, Hillsborough, Volusia, Palm Beach, Marion, Duval, Gadsden, Walton, Bradford, Pasco, Citrus, Volusia, Seminole, DeSoto, Levy, Lake, Taylor, Jackson, Franklin, Lafayette, St. Johns, Polk, Lee, Manatee, Columbia, Washington, Calhoun, Nassau, Dade, Monroe, Pinellas, Putnam, Bay, Leon and Madison.

The results of these examinations are given below in tabulated form, with the average grades made by examinees for 1st, 2nd and 3rd grade certificates, on each subject.

The following facts are gleaned from these tables: 20 per cent of all examinees for 1st, 2nd and 3rd grade certificates failed; 24 per cent. merited a lower grade certificate than they sought; 26 per cent. of the examinees for primary certificates failed. For Special Certificates, 250 persons were examined on 536 subjects, 51 of whom failed on 103 subjects.

It may be said with emphasis that the system of examinations, by a State Board of Examiners, has proven a success in Florida as it has in all the 25 states where it is now in use. The personal element enters, of course into this as it does into every human endeavor. The only criticism of the work of this Board that is justified is that perhaps it has been too lenient. This criticism is based on the comparison of the number of failures shown with the same fact in other states. For instance in Illinois, 73 per cent; the average being about 50 per cent. Illinois, 27 per cent; the average being about 50 per cent. of failures in most of the states reporting.

The tables follow:

RESULT OF EXAMINATIONS BY STATE BOARD OF EXAMINERS.
October 1, 1917, to June 30, 1918.

EXAMINATIONS FOR 1ST, 2ND AND 3RD GRADE CERTIFICATES.

Grade of Certificate Sought	No. of Examinees	Certificates Merited			
		1st Grade	2d Grade	3d Grade	Failed
First Grade	129	92	24	12	1
Second Grade	392	.....	203	107	82
Third Grade	74	.....	.....	35	39
Totals	595	92	227	154	122

AVERAGE GRADES OF EXAMINATIONS FOR 1ST, 2ND AND 3RD GRADE CERTIFICATES.

SUBJECTS	Those Meriting Certificates			Failed		
	1st G. %	2d G. %	3d G. %	1st G. %	2d G. %	3d G. %
Orthography	88.9	83.8	75.3	77	59.7	62.3
Reading	94.	91.1	86.	83.	74.1	71.4
Arithmetic	86.3	77.	61.	31.	39.	38.6
English Grammar	88.	80.3	66.8	70.	45.8	45.4
Composition	92.6	88.4	80.5	55.	62.	59.
Geography	89.4	84.	73.7	70.	55.6	59.
U. S. History ...	84.9	78.7	64.7	44.	43.4	42.
Physiology	91.6	85.6	76.	92.	61.3	58.9
Theory & Practice	88.5	89.3	84.	46.	72.4	68.
Agriculture	93.	88.3	....	60.	69.	....
Civil Governm't	90.7	86.8	....	77.	65.9	....
Phys. Geography	85.7	....	....	56.	....	....
Algebra	83.	....	....	37.	....	....
General Av. ..	89.	84.9	74.3	61.4	59.8	56.

PRIMARY CERTIFICATES.

No. of Examinees.	Passed	Failed
19	14	5

RESULT OF EXAMINATIONS BY STATE BOARD OF EXAMINERS.

October 1, 1917, to June 30, 1918.

SPECIAL CERTIFICATES.

SUBJECTS	No. Examined	Graded 90% or Over	Graded Less Than 90%
Geometry	31	19	12
Trigonometry	15	10	5
Physics	32	16	16
Botany	33	22	11
Zoology	25	24	1
Latin	34	27	7
Rhetoric	49	41	8
General Literature ..	75	66	9
Psychology	17	15	2
General History	68	46	22
Chemistry	8	6	2
Bookkeeping	6	6	0
Domestic Art	16	15	1
Domestic Science ...	19	18	1
Spanish	12	12	0
Algebra	20	18	2
Penmanship	3	3	0
English History	2	2	0
Theory and Practice ..	2	2	0
German	5	5	0
Art Drawing	2	2	0
French	8	8	0
Manual Training	10	10	0
Stenog. and Typew't'g	2	2	0
General Science	8	7	1
Civics	1	1	0
Political Economy ...	1	1	0
Physical Geography ...	7	5	2
Ancient History	2	2	0
Physical Training ...	1	1	0
Primary Drawing	2	2	0
Commercial English ...	1	1	0
American History ...	1	1	0
American Literature ...	5	4	1
Totals	536	433	103

Actual number of Examinees, 250.

NOTE: The results of examinations for Special Certificates are here divided on 90% and over, and under 90%. 90 per cent. being required to merit a Special Certificate, although a less per cent. may count towards a State Certificate, for which an average of 85% is required.

STATE COURSE OF STUDY.

The Legislature of 1917 failing to pass a bill making provision for a State Course of Study as recommended by the State Superintendent of Public Instruction, the Conference of County Superintendents, High School Principals and other school officers, which met in Gainesville May 10, 1918, adopted resolutions requesting the State Superintendent to have prepared, as speedily as possible, a State Course of Study for both the Elementary and High Schools of Florida. The resolutions provided that the State Superintendent should address a circular letter to the various County Boards of Public Instruction requesting a voluntary contribution from each Board for the purpose of meeting the expenses of preparing and printing a State Course of Study. He was also directed to raise for this purpose \$1,000 by prorating the amount among the several County Boards on the basis of the assessable property of each county. The resolutions also provided that in case the necessary funds were assured by the several counties, that the State Superintendent appoint a commission of the leading educators of the State to prepare the course of study, paying their traveling expenses and board out of the fund subscribed.

The circular letter was addressed to the County Boards on June 1st, 1918, in response to which 53 of the 54 County Boards of Public Instruction cheerfully and promptly forwarded the amounts apportioned their several counties as shown by the Table of Receipts given below. A total of \$990 having been subscribed, only one county failing to forward the amount allotted it.

In the circular letter, requesting the donation of the \$1,000 by the various counties, the State Superintendent promised that "every dollar received will be accounted for in the public prints of the State;" hence the publication of these statistics.

This amount of money having been received, on June 11th a commission composed of four High School Principals, three County Superintendents, four representatives of the Grammar Grades, three representatives of the Primary Grades and four representatives of Vocational Education, was appointed as follows:

High School Principals: J. H. Workman, J. M. Williams, R. M. Evans, W. S. Cawthon.

County Superintendents: P. G. Shaver, C. R. M. Shepard, J. E. Knight.

Representatives of Grammar Grades: W. T. Cash, Mrs. Emma A. Mays, S. Phillips, R. L. Turner.

Representatives of Primary Grades: Miss Maude Schwalmeyer, Mrs. Stella P. Arrington, Miss Nellie C. Stevens.

Representatives of Vocational Education: Miss Agnes Ellen Harris, Miss Gertrude York, Miss Marjorie Leach, W. L. Floyd.

This Commission met in Tallahassee late in June and prepared the present "Course of Study for Elementary and High Schools of Florida." Competitive bids were immediately asked from several publishers, and the printing of this Course was awarded the Pepper Printing Company, of Gainesville, Fla., who printed 5,000 copies and distributed them early in September for the use of the schools during the school year 1918-19. --

The following tabulated statements show the counties that contributed the \$990 under the head of "Receipts;" under the head of "Disbursements" the amounts paid as traveling expenses and board to each member of the Commission, and paid for other purposes. Miss Harris and several other members of the Commission served without compensation.

It will be noted that after paying for preparing the course, there was left of the \$990 contributed by the various boards only \$255.44 which could be applied to printing. The State Superintendent assumed the authority of paying the balance of the cost of printing, \$719.39, out of his Incidental Fund, the total printing being \$974.83.

This is a succinct history of how the present Course of Study was secured. A detailed statement of the cost of the same follows below.

RECEIPTS CONTRIBUTED BY COUNTIES.

COUNTIES	Paid Amount	COUNTIES	Amount Paid
Alachua	\$ 35.00	Levy	\$ 12.00
Baker	5.00	Liberty	5.00
Bay	10.00	Madison	15.00
Bradford	10.00	Manatee	22.00
Brevard	15.00	Marion	22.00
Broward	10.00	Monroe	12.00
Calhoun	5.00	Nassau	10.00
Citrus	8.00	Okaloosa	7.00
Clay	6.00	Okeechobee	5.00
Columbia	12.00	Orange	24.00
Dade	40.00	Osceola	18.00
DeSoto	28.00	Palm Beach	22.00
Duval	135.00	Pasco	15.00
Escambia	42.00	Pinellas	30.00
Flagler	5.00	Polk	48.00
Franklin	5.00	Putnam	16.00
Gadsden	10.00	St. Johns	15.00
Hamilton	8.00	St. Lucie	18.00
Hernando	8.00	Santa Rosa	12.00
Hillsborough	80.00	Seminole	12.00
Holmes	6.00	Sumter	8.00
Jackson		Suwannee	12.00
Jefferson	10.00	Taylor	16.00
Lafayette	10.00	Volusia	35.00
Lake	18.00	Wakulla	5.00
Lee	20.00	Walton	10.00
Leon	15.00	Washington	8.00
		Total	\$ 990.00

DISBURSEMENTS.

PAID TO	FOR	Amount
W. S. Cawthon	Traveling Expenses and Board..	\$ 16.94
P. G. Shaver	Traveling Expenses and Board..	54.30
J. M. Williams	Traveling Expenses and Board..	42.54
C. R. M. Sheppard	Traveling Expenses and Board..	59.02
Mrs. Stella P. Arrington	Traveling Expenses and Board..	43.88
W. L. Floyd	Traveling Expenses and Board..	43.04
J. E. Knight	Traveling Expenses and Board..	68.14
Miss Nellie C. Stevens	Traveling Expenses and Board..	56.40
J. H. Workman	Traveling Expenses and Board..	97.50
R. M. Evans	Traveling Expenses and Board..	76.66
W. T. Cash	Board	45.00
Miss Maud Schwalmeyer	Board	36.00
Miss Marjorie Leach	Board	36.00
Mrs. Emma A. Mays	Traveling Expenses	17.84
Miss Katie B. Adkison	Typewriting	16.50
Mrs. B. B. Lane	Typewriting	1.50
Mrs. H. H. Bolder	Stenographic Work	6.00
Mrs. Ola M. Richardson	Copying	14.00
T. J. Appleyard	1,000 Sheets Paper	1.60
M. G. Clark	Courses of Study	1.70
Total		\$ 734.56
	Bal. Paid on Printing	255.44
Total		\$ 990.00
	Paid by the State Superintendent from Incidental Fund	719.39
	Total Cost 5,000 copies Course of Study	\$1,709.39

TEACHER-TRAINING DEPARTMENTS.

IN HIGH SCHOOLS.

Under Chapter 6830, Acts of 1915, the High Schools embraced in the following tabular statements maintained Teacher-Training Departments. During the school years of 1916-1917 and 1917-1918, the payments by the State on this account being \$6,500.00, and \$5,625.00, respectively for the two years. This makes up to the close of the school year 1917-18 a total expenditure by the State for these departments since the enactment of the law of \$15,625.00, the State expenditure being \$3,500.00 in 1915-16.

On August 28th, 1916, the State Board of Education amended the regulations governing these departments, which now read as follows:

AMENDED REGULATIONS OF THE STATE BOARD OF EDUCATION UNDER CHAPTER 6830, LAWS OF FLORIDA, PROVIDING FOR TEACHER-TRAINING DEPARTMENTS IN HIGH SCHOOLS.

REGULATIONS AS TO TEACHERS.

Regulation 1. The teacher of the Teacher-Training Department shall not be the principal of the High School nor shall the Five Hundred Dollars \$(500.00) appropriated by the State for such Department be used in supplementing the salary of a principal, though the principal, or other capable teachers, may hear one or more recitations in said Department.

Regulation 2. No person shall be selected as teacher of any Teacher-Training Department who does not hold a valid Florida teacher's certificate, and the teacher of such Department in every County High School may be nominated by the County Board of Public Instruction, but must be approved by the State Board of Education before any appropriation will be made by said State Board for the salary of the teacher in any such Department.

Regulation 3. In the selection of teachers for such Training Departments preference shall be given to holders of Florida State Certificates, or to regular graduates of Standard Normal Schools who are legally certificated in this State, presenting satisfactory evidence of having had successful experience as teachers; Provided, That if it be necessary to employ teachers for such Departments with less qualifications than above prescribed, every such teacher shall be the holder of a valid First Grade Florida Certificate and a Special Certificate on Psychology, History of Education, and the Theory and Practice of Teaching, the latter also taken in Florida.

AS TO DUTY OF COUNTY BOARDS.

Regulation 4. Any County, seeking to establish a Teacher-Training Department in any school within such County must appropriate from County School Funds not less than Five Hundred Dollars (\$500.00) for the salary of the teacher of such Department, which, with the appropriation by the State Board of Education, fixes the salary of such teacher at not less than One Thousand Dollars (\$1,000.00) for eight months' service; Provided, That any County Board of Public Instruction shall not be prohibited from making the salary greater than One Thousand

Dollars; Provided further, That more than one teacher may be employed for such Department and be paid from County or District fund, one or both.

Regulation 5. The salary of the teacher of every Teacher-Training Department shall be paid for the first four months from County funds. The Five Hundred Dollars appropriated from State funds shall be transmitted to the County Board of Public Instruction for the payment of the salary of the teacher for the last four months of the school; Provided, That monthly reports of such Department shall be made as required, on blanks furnished, to the State Board of Education and must show that the said Department has met all the requirements of the law and of these regulations.

AS TO TEACHER-PUPILS.

Regulation 6. Any school before receiving State appropriation in aid of the establishment of a Teacher-Training Department, must present evidence that not less than ten (10) teacher-pupils will regularly attend such Department. Each of such pupils must be sixteen years of age, or over, and must have regularly and creditably completed the Eighth Grade of a school with a standard not lower than the average Eighth Grade course of study of Florida, or must have taught a public school for not less than six months.

AS TO RECITATIONS.

Regulation 7. The number of daily recitations by the teacher in a Teacher-Training Department shall not be less than six, nor exceed eight per day, and all such recitations shall be forty-five (45) minute periods; Provided, That some recitations may be shorter than forty-five minutes and others as long as sixty (60) minutes, but the average shall not be less than forty-five (45) minute periods. One recitations daily of not less than forty-five (45) minutes shall be devoted to Pedagogy and Methods of Teaching.

Regulation 8. The term of every school establishing a Teacher-Training Department shall not be less than one hundred and sixty (160) days, or eight (8) months, of actual teaching in such department.

AS TO ELIGIBILITY OF SCHOOLS.

Regulation 9. A Teacher-Training Department shall not be established in any school unless that school is recognized as a High School by the State Board of Education, and meets the requirements of a High School as prescribed by the regulations of said State Board of Education; Provided, That any county not having had a sufficient number of high school pupils in any one school as to have hitherto obtained recognition as a High School, the State Board of Education may, however, establish a Teacher-Training Department in such county with no present recognized High School, but which, by the close of the school year 1916-1917 shall have such recognized High School.

AS TO COURSE OF STUDY.

Regulation 10. All Teacher-Training Departments shall be conducted in accordance with an advisory Course of Study submitted by the State Board of Education, until such Course shall be perfected and made mandatory in all Teacher-Training Departments of the State.

Adopted August 28, 1916.

STATE BOARD OF EDUCATION.

Attest: W. N. SHEATS,

Secretary and State Superintendent Public Instruction.

The following tables show the counties maintaining Teacher-Training Departments for the years covered by this report:

TEACHER—TRAINING DEPARTMENT FOR YEAR 1916-1917.

COUNTY	LOCATION	TEACHER
DeSoto.....	Arcadia.....	Miss Inez M. McGaugh
Duval.....	Jacksonville.....	Mrs. B. M. Warner
Hamilton.....	Jasper.....	Miss Helen Coker
Holmes.....	Bonifay.....	Jas. J. Hathaway
Jackson.....	Marianna.....	Geo. J. Grace
Monroe.....	Key West.....	W. L. Osterhoudt
Pinellas.....	St. Petersburg.....	Miss Margaret S. Burney
Polk.....	Bartow.....	Miss Eulah Jordan....
Santa Rosa.....	Milton.....	J. T. Diamond
Taylor.....	Perry.....	W. T. Cash*
Volusia.....	Daytona.....	Mrs. M. L. Norton
Walton.....	DeFuniak Springs.....	Miss Christine O. Gillis
Washington.....	Chipley.....	Fred R. Mason

*A. H. Wentworth taught the 8th month.

COUNTY	Length of Term	Enroll- ment	Av. At- tendance	Amount Paid by State
DeSoto.....	8 months	24	19	\$ 500
Duval.....	9 months	23	21	500
Hamilton.....	8 months	26	20	500
Holmes.....	8 months	30	10	500
Jackson.....	8 months	21	14	500
Monroe.....	8 months	17	12	500
Pinellas.....	8 months	17	12	500
Polk.....	8 months	22	15	500
Santa Rosa.....	8 months	28	14	500
Taylor.....	8 months	28	16	500
Volusia.....	8 months	19	17	500
Walton.....	8 months	27	17	500
Washington.....	8 months	28	12	500
Total.....		310	199	\$ 6,500

TEACHER-TRAINING DEPARTMENT FOR YEAR 1917-1918

COUNTY	LOCATION	TEACHER
DeSoto.....	Arcadia.....	Miss Inez McGaugh
Duval.....	Jacksonville.....	Mrs. Beulah M. Warner
Franklin.....	Apalachicola.....	Miss Sue Yent
Hamilton.....	Jasper.....	Pius E. Burns
Hillsborough.....	Tampa.....	B. C. Graham
Manatee.....	Bradentown.....	Miss Margaret Boutelle
Monroe.....	Key West.....	Wm. L. Osterhoudt
Polk.....	Bartow.....	Miss Eulah Jordan
Santa Rosa.....	Milton.....	J. T. Diamond
Taylor.....	Perry.....	W. T. Cash
Volusia.....	Daytona.....	Mrs. M. L. Norton
Washington.....	Chipley.....	J. A. Douglass

COUNTY	Length of Term	Enrollment	Av. Attendance	Amount Paid by State
DeSoto	8 months	32	29	\$ 500
Duval	9 months	30	26	500
Franklin	5 months	17	13	125
Hamilton	8 months	23	15	500
Hillsborough	8 months	57	44	500
Manatee	8 months	27	22	500
Monroe	8 months	14	11	500
Polk	8 months	20	15	500
Santa Rosa	8 months	27	14	500
Taylor	8 months	24	11	500
Volusia	8 months	26	24	500
Washington	8 months	18	11	500
Total		315	235	\$ 5,625

This shows an increase in the number of these departments from 8 in the school year 1915-16, to 13 in 1916-17, and 12, (one of which did not complete the term), in 1917-18. The total enrollement, however, fell off, being 379 in 1915-16, and 310 in 1916-17, and 315 in 1917-18. The average attendance increased from 194 in 1915-16 to 199 in 1916-17, and to 235 in 1917-18.

Great difficulty has been experienced by the authorities of these schools in obtaining qualified and competent teachers. The results on the whole, while no doubt of much value, have not been all that was anticipated and that might reasonably have been expected.

SECTIONAL SCHOOL STATISTICS FOR 1918.

Following the precedent inaugurated in 1916, the counties of the State have been separated into five groups, by geographical location, and certain statistical facts compiled for each group, which show the difference in apparent interest in public education as indicated by the wide difference in school expenditures.

The following shows the grouping by counties:

WEST FLORIDA: Bay, Calhoun, Escambia, Franklin, Jackson, Holmes, Okaloosa, Santa Rosa, Walton, Washington—10 counties.

MIDDLE FLORIDA: Gadsden, Hamilton, Jefferson, Lafayette, Leon, Liberty, Madison, Taylor, Wakulla—9 counties.

NORTH PENINSULAR FLORIDA: Alachua, Baker, Bradford, Clay, Columbia, Duval, Flagler, Nassau, Putnam, St. Johns, Suwannee—10 counties.

CENTRAL PENINSULAR FLORIDA: Brevard, Citrus, Hernando, Lake, Levy, Marion, Orange, Pasco, Seminole, Sumter, Volusia—11 counties.

SOUTH CENTRAL PENINSULAR FLORIDA: Broward, Dade, DeSoto, Hillsborough, Lee, Manatee, Monroe, Okeechobee, Osceola, Palm Beach, Polk, Pinellas, St. Lucie—12 counties.

SCHOOL POPULATION, ENROLLMENT, ETC.

GROUPS	Total Population	School Population	Enrollment	Average Attendance	Per Cent. of Enrollment to School Population	Per Cent. of Attendance to Enrollment
West Florida ...	174,159	61,835	38,144	24,858	62	65
Middle Florida ...	125,421	46,064	27,208	17,589	59	65
North Peninsular	251,871	78,912	46,080	32,869	58	71
Cent'l Peninsular	144,641	45,252	30,633	21,259	65	69
South Peninsular	291,641	87,891	54,340	40,720	62	75
In State ...	987,733	319,954	196,405	137,295	61	71

SALARIES PAID TEACHERS.

GROUPS	Total Salaries	Per Capita Cost to Population	Per Capita Cost to School Population	Per Capita Cost to Enrollment	Per Capita Cost to Average Attendance	Av. Monthly Salary
West Florida	\$ 312,269.55	\$ 1.80	\$ 5.05	\$ 8.19	\$ 12.56	\$ 51.07
Middle Florida ...	200,421.12	1.60	4.35	7.36	11.39	50.13
North Peninsular	514,213.85	2.04	6.52	11.16	15.64	57.96
Central Peninsular	445,831.87	3.08	9.80	14.55	20.97	62.14
South Peninsular	914,179.62	3.14	10.42	16.82	21.42	74.42
In State	\$2,386,976.01	\$ 2.42	\$ 7.46	\$ 12.15	\$ 17.38	\$ 61.03

TOTAL EXPENDITURE FOR SCHOOLS.

GROUPS	Total Expenditure	Per Capita Cost to Population	Per Capita Cost to School Population	Per Capita Cost to Enrollment	Per Capita Cost to Average Attendance
West Florida	\$ 494,018.29	\$ 2.84	\$ 7.99	\$ 12.95	\$ 19.88
Middle Florida	276,479.03	2.20	6.00	10.16	15.72
North Peninsular	1,304,993.03	5.18	16.54	28.30	39.70
Central Peninsular	860,889.03	5.95	19.02	28.10	40.49
South Peninsular	1,900,666.21	6.52	21.63	34.98	46.68
In State	\$4,837,045.59	\$ 4.89	\$ 15.12	\$ 24.63	\$ 35.16

COMMENT ON THE ABOVE.

That the educational opportunities are not equal in all parts of the State is painfully apparent to any one having the least knowledge of school affairs. The present system of taxation would seem to be based on the theory that all the counties of the State are equally able to support the best schools. This is by no means true. The taxable wealth of the several counties per youth of school age varies widely. For instance, (1918 data used), one county has taxable wealth of \$265, per youth of school age, while another county has \$1,861. Presuming that the latter county levied the maximum of 7 mills (which it did) the first named county would have had to levy 49 mills to enable it to raise an equal amount per youth; in other words, the one county can afford to spend seven times as much on its schools as the other, with equal burden on its taxpayers. The fact is that no two counties in the State appear to be entirely equal in wealth per youth of school age, consequently the educational opportunities of the child must vary in practically the same proportion that these figures vary, it being well understood, that generally, the merit of the schools is in almost direct proportion to the cost. The good schools cost money and are worth it.

If the State is bound in duty to educate the children it is also bound in duty to see that approximately equal opportunity is given to all. This question must some day be taken up and given serious consideration. The plain remedy for this condition of unequal opportunity is for the State at large to assist the less wealthy and weaker counties in the education of their youth. The maximum county levy is now 10 mills, the State levy one mill. If this were changed and the county levy made 7 mills and the State levy 3 mills, the latter to be redistributed to the counties as the present one mill tax now is, much of the inequality would be eliminated, and the poorer counties and children put upon a higher educational plane without injury to the wealthier counties.

Some such plan will finally have to be adopted, for it cannot continue indefinitely that a part of the children of the State shall have the fullest opportunity to obtain an education, when another part shall have only a poor chance to obtain the most meager pretense of an education.

OFFICE CONTINGENT EXPENSES.

Below is a statement of Office Contingent Expenses reported in compliance with Section 4, Chapter 7277:

Balance in Fund July 1, 1916.

\$2,290.16

1916		
July—A. McDougal, P. M., postage	\$	5.57
July—T. J. Appleyard, envelopes and printing		21.16
July—Western Union Telegraph Co., telegrams		5.29
July—The Weekly Democrat, printing		4.75
July—J. W. Corbett, table		1.50
July—Collins Printing Co., printing		2.75
Aug.—T. J. Appleyard, printing blanks		6.00
Aug.—Southern Express Co., express		2.77
Aug.—Western Union Telegraph Co., telegrams		3.04
Aug.—A. McDougal, P. M., postage		13.37
Aug.—J. W. Corbett, file cabinet		27.00
Aug.—Daily and Semi-Weekly Sun, printing examination questions		27.90
Aug.—H. & W. B. Drew Co., envelopes		7.80
Aug.—Pepper Ptg. Co., printing examination questions		128.33
Sept.—A. McDougal, P. M., postage		28.56
Sept.—Southern Express Co., express		4.40
Sept.—Western Union Telegraph Co., telegrams		6.75
Sept.—Weekly Democrat, printing		7.50
Sept.—George Holliday, drayage		.25
Sept.—T. J. Appleyard, printing blanks		27.48
Sept.—H. & W. B. Drew Co., letter heads		26.50
Sept.—Daily & Semi-Weekly Sun, printing examination questions		58.36
Sept.—Mrs. Nellie Davis, stenographic work		35.00
Sept.—T. J. Appleyard, teachers' daily registers		266.75
Oct.—Geo. I. Davis, P. M., postage		10.00
Oct.—Western Union Telegraph Co., telegrams		2.14
Oct.—T. J. Appleyard, certificate book		8.50
Oct.—P. W. Wilson & Co., pins		.60
Oct.—Southern Express Co., express		2.00
Oct.—Dixie Supply Co., rent of electric fan		4.50
Oct.—H. & W. B. Drew Co., mimeograph stencils		3.62
Oct.—H. & W. B. Drew Co., envelopes & carbon paper		10.70
Oct.—Geo. I. Davis, P. M., postage		2.72
Nov.—Southern Express Co., express		1.69
Nov.—Ragsdale Electric Co., electrical supplies		1.75
Nov.—Geo. I. Davis, P. M., postage		13.00
Nov.—J. F. Hill, paper and paste		3.95
Nov.—Western Union Telegraph Co., telegrams		1.97
Nov.—Geo. I. Davis, stamped envelopes		40.00
Nov.—Geo. I. Davis, P. M., postage		3.08
Nov.—Burroughs Adding Mch. Co., adding machine		196.00
Dec.—T. J. Appleyard, printing		4.50
Dec.—Geo. I. Davis, P. M., stamped envelopes		30.00
Dec.—J. E. McNair, roach powder		.50
Dec.—T. J. Appleyard, printing		17.71
Dec.—Geo. I. Davis, P. M., postage		15.00
Dec.—Daily and Semi-Weekly Sun, printing examination questions		64.41
Total Expenditures to Dec. 31, 1916		\$1,140.12
Balance in Fund Jan. 1, 1917		1,150.04
Appropriation to June 30, 1917		1,250.00
1917		
Jan.—T. J. Appleyard, printing	\$	1.94
Jan.—Western Union Telegraph Co., telegrams		1.46
Jan.—Yale & Towne Mfg. Co., key		.36
Feb.—Royal Typewriter Co., rubber keys		\$5.50
Feb.—Chas. Williams, whetstone		.60
Feb.—Royal Typewriter Co., typewriter		\$1.00

Feb.—Western Union Telegraph Co., telegrams	3.08	
Feb.—Southern Express Co., express	1.07	
Feb.—Geo. I. Davis, P. M., envelopes	4.28	
Feb.—Weekly Democrat, printing	7.00	
Feb.—T. J. Appleyard, printing	26.75	
Feb.—Geo. T. Morgan, work on Biennial Report	44.35	
Feb.—Geo. T. Morgan, work on Biennial Report	125.00	
March—Western Union Telegraph Co., telegrams	1.51	
March—Geo. I. Davis, P. M., postage	31.60	
March—Florida Times-Union, engraving	57.40	
March—T. J. Appleyard, printing	3.15	
March—Geo. T. Morgan, work on Biennial Report	125.00	
April—Western Union Telegraph Co., telegrams	3.39	
April—T. J. Appleyard, envelopes	39.00	
April—Weekly Democrat, printing	1.50	
April—A. B. Colquit, drayage	.25	
April—Geo. I. Davis, P. M., postage	50.00	
April—H. & W. B. Drew Co., letter heads	45.10	
April—Geo. I. Davis, P. M., postage	25.00	
April—Underwood Typewriter Co., cushion keys	3.50	
April—Geo. I. Davis, P. M., postage	35.00	
April—G. T. Whitfield, costs in Supreme Court test suit	14.00	
April—Geo. I. Davis, P. M., postage	40.00	
May—Southern Express Co., express	.65	
May—Western Union Telegraph Co., telegrams	2.38	
May—Erastus W. Clark, envelopes	.60	
May—Weekly Democrat, printing	9.00	
May—T. J. Appleyard, printing	26.91	
May—Geo. T. Morgan, work on Biennial Report	125.00	
May—Geo. I. Davis, P. M., postage	5.22	
June—Geo. I. Davis, P. M., postage	4.00	
June—Burroughs Adding Machine Co., adding machine	112.00	
June—Geo. I. Davis, P. M., postage	66.00	
June—Southern Express Co., express	.50	
June—Western Union Telegraph Co., telegrams	15.10	
June—T. J. Appleyard, printing	7.00	
June—Underwood Typewriter Co., cushion keys	3.50	
Total expenditures to June 30, 1917		\$1,153.45
Balance in fund July 1, 1917		1,246.53
Appropriation July 1, 1917		1,500.00
July—Daily and Semi-Weekly Sun, printing examina- tion questions	\$ 154.55	
July—P. W. Wilson Co., pins	.55	
July—Western Union Telegraph Co., telegrams	21.46	
July—Southern Express Co., express	.50	
July—Geo. I. Davis, P. M., postage and box	5.00	
July—W. N. Sheats, Jr., telegrams and telephone	4.12	
July—Genevieve Bledsoe, stenographic work	8.75	
July—H. E. Carter, legal service, State v. J. L. Hopps	100.00	
July—W. C. Dixon, drayage	.50	
July—Weekly Democrat, printing	1.50	
July—J. F. Hill, office supplies	2.05	
July—Clark's Jewelry & Book Store, office supplies	.20	
Aug.—Geo. I. Davis, P. M., postage	2.56	
Aug.—T. J. Appleyard, printing	15.04	
Aug.—T. J. Appleyard, printing	36.38	
Aug.—Western Union Telegraph Co., telegrams	10.95	
Aug.—Southern Express Co., express	.25	
Aug.—Geo. I. Davis, P. M., postage	20.00	
Aug.—Weekly Democrat, printing examinations ques- tions	20.00	
Aug.—Geo. I. Davis, P. M., postage	10.00	
Aug.—Pepper Pub. & Ptg. Co., printing questions	25.35	
Sept.—Western Union Telegraph Co., telegrams	6.21	
Sept.—Southern Express Co., express	1.22	
Sept.—Geo. I. Davis, P. M., postage	1.00	
Sept.—J. O. Williams, repair of clock	1.25	
Sept.—Weekly Democrat, printing examinations ques- tions	44.52	
Sept.—Pepper Pub. & Ptg. Co., examinations questions	54.44	
Sept.—J. F. Hill, office supplies	2.20	

Sept.—Southern Telephone & Construction Co., mes-	
sages	.90
Oct.—Clark's Jewelry & Book Store, envelopes	.90
Oct.—Western Union Telegraph Co., telegrams	3.21
Oct.—Geo. I. Davis, P. M., envelopes	5.72
Oct.—Southern Express Co., express	2.11
Oct.—T. J. Appleyard, printing	6.50
Oct.—Geo. I. Davis, P. M., postage	10.66
Oct.—Weekly Democrat, printing	5.50
Oct.—Geo. I. Davis, P. M., postage	10.00
Oct.—H. & W. B. Drew Co., rubber stamps	3.39
Oct.—Geo. I. Davis, P. M., stamped envelopes	10.66
Oct.—Geo. I. Davis, P. M., stamped envelopes	60.00
Oct.—The Falconer Co., annual report blanks	507.49
Oct.—H. H. Bohler, painting transom signs	10.00
Oct.—T. J. Appleyard, envelopes, printing and twine	43.38
Oct.—Southern Office Supply Co., paper	6.00
Nov.—P. W. Wilson, pins	.60
Nov.—Western Union Telegraph Co., telegrams	12.97
Nov.—Clark's Jewelry & Book Store, office supplies	.80
Nov.—Geo. I. Davis, postage	10.00
Nov.—Underwood Typewriter Co., ribbon book	7.00
Nov.—T. J. Appleyard, printing	62.50
Nov.—Geo. I. Davis, envelopes	13.50
Dec.—Schuman Printing Co., books and blanks	23.10
Dec.—Geo. I. Davis, postage	5.00
Dec.—Geo. I. Davis, stamped envelopes	38.00
Dec.—T. J. Appleyard, certificate books, printing and	
paper	54.40
Dec.—H. & W. B. Drew Co., desk rack	2.39
Dec.—Geo. I. Davis, postage	10.00
Dec.—Walker, Evans & Cogswell Co., office supplies	2.86
Total expenditure to Dec. 31, 1917	\$1,480.00
Balance in fund Dec. 31, 1917	1,268.53
Appropriation Jan. 1, 1918	2,000.00
1918	
Jan.—J. F. Hill, office supplies	\$ 5.15
Jan.—T. J. Appleyard, printing	11.50
Jan.—Daily and Weekly Democrat, printing	3.00
Jan.—Geo. I. Davis, stamped envelopes	100.00
Jan.—Western Union Telegraph Co., telegrams	8.70
Jan.—Southern Express Co., express	.25
Jan.—George D. Barnard Co., office supplies	28.14
Feb.—Western Union Telegraph Co., telegrams	2.95
Feb.—Geo. D. Barnard Co., paper	10.45
Feb.—H. R. Kaufman, clips and twine	1.45
Feb.—Geo. I. Davis, postage and envelopes	10.22
Feb.—Papco Paper Products Co., tape machine and	
tape	5.92
Feb.—Southern Express Co., express	.99
Feb.—Pamphlet Filing System, office supplies	1.00
Feb.—Clark's Jewelry & Book Store, ink and paste	1.25
Feb.—Geo. I. Davis, postage	10.00
March—P. W. Wilson, pins	.60
March—H. R. Kaufman, fasteners and bands	2.55
March—T. J. Appleyard, printing	18.50
March—Southern Express Co., express	.81
March—Geo. I. Davis, postage	10.00
March—Western Union Telegraph Co., telegrams	11.80
March—Geo. I. Davis, stamped envelopes	3.95
March—Geo. I. Davis, stamped envelopes	15.80
March—W. C. Dixon, drayage	.25
March—G. F. Wharton, International Dictionary	15.70
March—Underwood Typewriter Co., typewriter	45.53
April—Geo. I. Davis, postage	10.00
April—Geo. I. Davis, stamped wrappers	1.25
April—H. & W. B. Drew Co., letter heads	102.00
April—Western Union Telegraph Co., telegrams	2.96
April—Geo. I. Davis, postage	24.00
April—W. C. Dixon, freight on file case	7.34
April—H. & W. B. Drew Co., books and blanks	77.00
April—John G. Collins, printing	4.00

April—T. J. Appleyard, printing	18.00	
May—Geo. I. Davis, postage	32.00	
May—H. & W. B. Drew Co., rubber stamps	1.75	
May—T. J. Appleyard, printing	7.75	
May—Papco Paper Products Co., labels	6.66	
May—Western Union Telegraph Co., telegrams	1.64	
May—Southern Express Co., express	1.07	
May—Geo. I. Davis, envelopes and postage	90.00	
May—Geo. D. Barnard Co., office supplies	3.78	
May—Weekly Democrat, printing	3.00	
May—Geo. I. Davis, postage	2.00	
June—Western Union Telegraph Co., telegrams	4.39	
June—Geo. I. Davis, postage	7.94	
June—Southern Express Co., express on file case, etc.	21.52	
Total expenditures to June 30, 1918,		\$ 767.11
Balance in fund July 31, 1918,		2,499.42

STATE SCHOOL FUND.

LIST OF SECURITIES HELD BY SAID FUND, DEC. 31, 1918.

Amount.	Class of Security.
\$ 242,800.00,	Florida Refunding 3% Bond.
125,367.00,	Florida Refunding 3% Bond.
45,000.00,	Alabama Registered 3½% Bonds.
10,000.00,	Marianna, Fla., 5% Bonds.
201,500.00,	Virginia Century 3% Bonds.
32,000.00,	Lakeland, Fla., 5% Bonds.
55,000.00,	Sarasota, Fla., 5% Bonds.
23,000.00,	Milton, Fla., 5% Bonds.
1,000.00,	Pensacola, Fla., 6% Bonds.
13,000.00,	Pensacola, Fla., 4½% Bonds.
20,000.00,	Hillsborough County, Fla., 4% Bonds.
50,000.00,	Madison County, Fla., 5% Bonds.
20,000.00,	Ft. Meade, Fla., 5% Bonds.
15,000.00,	Ft. Myers, Fla., 5% Bonds.
11,000.00,	Live Oak, Fla., 5% Bonds.
10,000.00,	Newberry, Fla., 6% Bonds.
25,000.00,	DeSoto, County, Fla., 5% Bonds.
26,000.00,	Wauchula, Fla., 6% Bonds.
50,000.00,	Hernando County, Fla., 5% Bonds.
4,500.00,	Panama City, Fla., 6% Bonds.
15,000.00,	Levy County, Fla., 6% Bonds.
19,000.00,	Bay County, Millville, Fla., 5% Bonds.

5,000.00, Bartow, Fla., 5% Bonds.
 15,000.00, Port Tampa, Fla., 5% Bonds.
 18,000.00, Bonifay, Fla., 6% Bonds.
 5,000.00, Marianna, Fla., 5% Bonds.
 30,000.00, Jasper, Fla., 5% Bonds.
 2,000.00, Pensacola, Fla., 4½% Bonds.
 30,000.00, Dade County, Fla., 4½% Bonds.
 14,000.00, Jackson County, Fla., 4% Bonds.
 16,000.00, Lake City, Fla., 5% Bonds.
 30,000.00, Arcadia, Fla., 5% Bonds.
 20,000.00, Mulberry, Fla., 6% Bonds.
 36,000.00, Holmes County, Fla., 6% Bonds.
 43,500.00, DeSoto County, Fla., 6% Bonds.
 35,000.00, Leesburg, Fla., 6% Bonds.
 20,000.00, DeSoto County, Fla., 5% Bonds.
 30,000.00, Washington County, Fla., 6% Bonds.
 25,000.00, Panama City, Fla., 5% Bonds.
 8,000.00, Pinellas County, Fla., 6% Bonds.
 20,000.00, Milton, Fla., 5% Bonds.
 8,000.00, Marion County, Fla., 5% Bonds (School).
 2,500.00, Citra, Marion County, Fla., 5% Bonds.
 20,000.00, Chipley, Fla., 5% Bonds.
 3,000.00, St. Johns County, Fla., 5½% Bonds.
 43,500.00, Calhoun County, Fla., 6% Time Warrants.
 50,000.00, U. S. Liberty Loan, 4½% Bonds.
 8,000.00, Holmes County, Fla., 8% School Warrants.
 5,000.00, Washington Co., Fla., 6% Special School
 Bonds.

\$1,546,667.00, Total.

41,554.64, Uninvested, but drawing 4% interest.

\$1,588,221.64 Total State School Fund.

RECOMMENDED LEGISLATION.

Very little school legislation will be asked, by this Department, at the hands of the next Legislature. Bills will be prepared and submitted to cover the following seven important recommendations. Practically no argument will be submitted here in support of any of these recommended measures. It is recommended that laws be enacted covering each of the following subjects:

1. A LAW MAKING PROVISION FOR THE PAYMENT AND CANCELLATION BY THE STATE OF THE REFUNDING BONDS BELONGING TO THE STATE SCHOOL FUND, AMOUNTING TO \$368,167, AND DIRECTING THE STATE BOARD OF EDUCATION TO SELL, AS SOON AS IT CAN BE DONE TO ADVANTAGE, THE \$45,000 WORTH OF ALABAMA REGISTERED $3\frac{1}{2}\%$ BONDS, AND THE \$201,500 OF VIRGINIA 3% BONDS, AND TO REINVEST THE PROCEEDS OF THESE PAYMENTS AND SALES IN SECURITIES WITHIN THE STATE OF FLORIDA.

The \$368,167 of Florida Refunding Bonds bear only 3% interest, the Bonds of the State of Alabama only $3\frac{1}{2}\%$ and the Virginia Bonds only 3%. It therefore, appears that \$614,167 of the State School Fund is only bearing 3 or $3\frac{1}{2}\%$, while every dollar of it might be used in building up the school interests within the State, or in otherwise developing Florida. The Counties and Districts would gladly pay 5 or 6% for every dollar of this fund, thereby practically doubling the income from this fund, which is distributed to the various counties of the State for the support of the common schools. Not one dollar of this sum, if the State Bonds are paid and the Alabama and Virginia Bonds sold, would necessarily be idle for a single day, the Savings Banks of the State being eager and willing to take this money and pay 4% interest for it—more than it is now earning, until every dollar has been reinvested in County and District securities.

2. A LAW ACCEPTING THE PROVISIONS OF THE NATIONAL SMITH-HUGHES ACT AND MATCHING THE FEDERAL APPROPRIATION FOR VOCATIONAL EDUCATION FOR THE BIENNIUM BEGINNING JULY 1, 1919.

This law is now so well understood that it would be superfluous to offer any argument in its support. It will be necessary, in addition to matching the Federal appropriation dollar for dollar, to provide additional funds to care for the incidental expenses and for supervision of the Vocational schools. The work is growing so rapidly in this State that a general supervisor for this work must be had, and, under the United States statute, the expense of such supervision must be paid by the State.

3. A LAW PROVIDING FOR THE REORGANIZATION OF COUNTY BOARDS OF PUBLIC INSTRUCTION AND MAKING WOMEN ELIGIBLE FOR MEMBERSHIP ON SUCH BOARDS.

Such a law is now recommended for the fourth time, providing that School Boards shall be composed of five members, one the County Superintendent, ex-officio, and four elective members with terms of four years each, having the terms so alternate that only two members will retire each biennium, thereby always leaving on the Board two experienced persons. The present organization of three members is entirely too small for the amount of money handled and the responsibilities resting upon these Boards. The State School Fund for the year 1917-18 amounted to practically \$8,000,000, and it is not only growing fast, but will continue to grow; under the Ten-Mill Amendment to the Constitution this fund will be largely increased even during the next year. Making the terms of these officers four years and providing that only two retire at one time would avoid the calamity of a new Superintendent and an entirely new and inexperienced Board coming into office in the middle of the school year, which often occurs under the present system. As this question has been discussed at large in previous reports, no further argument in support of such a law will be here presented.

4. A LAW PRESCRIBING THE QUALIFICATIONS FOR OFFICE OF STATE AND COUNTY SUPERINTENDENTS.

The reasons for such a law are so patent to every thinking man, especially if he be a friend of education, and the arguments favoring such a law have been so often made, that it is almost useless to restate them here. It is an absurdity that uneducated persons should occupy the chief and supervising positions in the school system of the State. The necessity and wisdom of this law will continue to be recommended, that the sentiment for it may be kept alive until some Legislature will be able to rise superior to political aims and fears and put such a law on the statute books—putting the children of Florida above petty politics and inordinate personal ambitions.

5. A LAW AMENDING SECTIONS 17 AND 25 OF CHAPTER 7372 OF THE TEACHERS' CERTIFICATION AND EXAMINATION LAW.

The amendments which will be proposed are necessary to properly interpret the meaning of these Sections and to prevent misunderstandings and frictions. | There will also be added to Section 17, at the request of a number of County Superintendents, a paragraph providing for the limited recognition of certificates issued in States other than Florida. Most States now interchange these courtesies, and as the issue of Temporary Certificates is provided for in this Act, the addition of this paragraph will only do away with many of the present form of Temporary Certificates and more nearly insure that the applicant seeking the privilege of teaching temporarily, until a Florida certificate may be obtained in the regular way, has the qualifications he or she may claim.

6. A LAW VALIDATING THE STATE COURSE OF STUDY FOR ELEMENTARY AND HIGH SCHOOLS ISSUED AND PUT IN USE IN 1918, AND MAKING AN APPROPRIATION TO PRINT A REVISED EDITION.

The Legislature of 1917 having failed to make an appropriation for the publication of a State Course of Study, the Conference of County Superintendents and County School Officers held at Gainesville in May, 1918,

recommended that the counties subscribe proportionately sufficient money to prepare and print a Course of Study, that it might be put in use immediately, as such a Course was badly needed in order to obtain uniformity in the schools of the several counties of the State. Under this Resolution \$990 was subscribed and paid in by the various counties and a Commission appointed who prepared the present Course of Study. With the money that was subscribed by the counties and the addition of certain payments from the State Superintendent's contingent fund, this Commission was paid and the printing provided for. The object of the bill here proposed is to give legal sanction to the Course of Study so prepared, and as the edition published was not sufficient for all the needs, to provide for a revised edition of 5,000 copies.

7. A STATEWIDE COMPULSORY SCHOOL ATTENDANCE LAW.

The Local Option Compulsory School Attendance Law enacted in 1915 has been put into force in only a very few counties and a small number of school districts, and there is a strong demand by nearly all school officials and educators and apparently three-fourths of the school patrons of the State for a Statewide law. Except one or two, practically every State in the Union is now operating its schools under such a law, and successfully operating them. If the people of the State are to be taxed, and heavily taxed in some instances, for the support of the public schools, it can only be done upon one theory, and that it is that general public education is necessary for the welfare and good citizenship of the State. If, however, a large portion of the growing children of the State are to be permitted to grow up in ignorance because of lack of interest on the part of the parents sufficient to cause them to compel their children to attend school, the object of school taxation and public schools is in a large measure defeated. Every child should not only be given an opportunity, but should be compelled to take advantage of this opportunity to obtain at least the rudiments of an education. No country can live in liberty and freedom unless its population, especially its voting population, has sufficient education to understand and appreciate at least the elementary principles of free

government. A Compulsory School Attendance Law is not only desirable, but necessary. Wisdom, however, must be exercised in prescribing exemptions and limitations to be incorporated in the law; these will render it operative or inoperative.

CHAPTER III.

The statistical tables in this Chapter were made up from the annual reports of the several County Superintendents of Public Instruction and cover the school year beginning July 1, 1916, and closing July 30th, 1917.

The population, and the school population, (ages 6 to 21), shown in Table I are from careful estimates, based on the State census of 1915 and the observed growth and progress of the different counties and sections of the State, and the figures are as accurate as it is possible to obtain.

The effort in preparing these tables has been to present in a concise form the salient facts relating to the schools of Florida, and all the figures given are as accurate as it was possible to make them from the reports submitted by the County Superintendents.

The progress and improvement in the educational position of the State, as here shown, should be very gratifying to those interested in the education of Florida's future citizens.

TABLE I.—Total Population and School Population. Estimated from State Census of 1915.

1916-1917 Counties.	Total Population.			School Population (6 to 21).		
	Total.	White.	Negroes.	Total.	White.	Negroes.
In State	968,060	591,995	376,065	313,145	191,831	121,314
Alachua	35,925	16,201	19,724	13,275	6,819	6,456
Baker	5,281	4,380	901	2,142	1,778	364
Bay	13,849	9,588	4,261	4,283	2,902	1,381
Bradford	16,924	12,185	4,739	6,431	4,502	1,929
Brevard	7,870	5,509	2,361	2,321	1,672	649
Broward	5,221	3,446	1,775	1,408	984	424
Calhoun	7,590	5,187	2,403	2,808	1,943	865
Citrus	5,268	3,025	2,243	1,686	1,032	654
Clay	7,646	4,588	3,058	2,447	1,518	929
Columbia	16,244	7,896	8,348	6,003	2,791	3,212
Dade	26,476	17,831	8,645	7,771	5,554	2,217
DeSoto	24,662	20,963	3,699	7,892	6,806	1,086
Duval	102,624	52,212	50,412	26,681	13,705	12,976
Escambia	43,382	27,229	16,153	14,532	9,822	4,710
Franklin	5,529	2,855	2,674	1,712	899	823
Gadsden	23,380	7,592	15,788	8,641	2,479	6,162
Hamilton	12,742	6,998	5,744	4,774	2,399	2,375
Hernando	6,664	3,397	3,267	2,007	1,068	939
Hillsborough	87,236	68,531	18,705	25,702	20,919	4,783
Holmes	14,642	13,001	1,641	5,366	4,837	529
Jackson	36,604	19,305	17,299	14,244	7,302	6,942
Jefferson	16,264	3,901	12,363	6,639	1,471	5,168
Lafayette	8,186	6,702	1,484	2,941	2,461	480
Lake	13,111	8,359	4,752	3,927	2,646	1,281
Lee	9,427	7,803	1,624	2,667	2,286	381
Leon	20,374	5,284	15,090	7,241	1,684	5,557
Levy	12,496	6,506	5,990	4,215	2,274	1,941
Liberty	5,023	2,664	2,359	1,769	979	790
Madison	18,225	8,490	9,735	6,742	2,825	3,917
Manatee	16,708	11,726	4,982	4,979	3,589	1,390
Marion	29,843	12,388	17,455	10,182	3,965	6,217
Monroe	20,126	15,121	5,005	6,031	4,323	1,708
Nassau	10,082	5,314	4,768	3,325	1,811	1,514
Okaloosa	10,071	7,148	2,923	3,535	2,596	939
Orange	15,958	10,430	5,528	4,736	3,089	1,647
Osceola	11,944	10,184	1,760	3,280	2,716	564
Palm Beach	10,974	7,475	3,499	3,866	2,606	1,260
Pasco	10,304	7,655	2,649	3,156	2,430	726
Pinellas	19,695	14,822	4,873	5,347	4,041	1,306
Polk	40,419	27,993	12,426	13,362	9,298	4,064
Putnam	16,852	8,580	8,272	4,930	2,467	2,463
St. Johns	13,780	8,378	5,402	3,890	2,363	1,527
St. Lucie	9,628	7,116	2,512	2,954	2,228	716
Santa Rosa	14,625	10,243	4,382	5,148	3,783	1,365
Seminole	10,413	5,546	4,867	2,996	1,511	1,485
Sumter	7,756	5,092	2,664	2,691	1,756	935
Suwannee	21,289	12,392	8,897	8,032	4,524	3,508
Taylor	11,691	6,665	5,026	3,465	2,213	752
Volusia	23,507	13,985	9,522	6,834	3,954	2,880
Wakulla	8,197	3,650	4,547	3,350	1,385	1,965
Walton	14,008	10,185	3,823	4,928	3,624	1,304
Washington	11,325	8,279	3,046	4,361	3,202	1,159

TABLE II—School Population (6 to 21), Divided as to Races and Sexes; (b) Percentages School Enrollment.

1916-1917 Counties.	Total (6 to 21)	Whites.		Negroes.		Percentage School Enrollment			
		Male	Female	Male	Female	White		Negroes	
						Male	Female	Male	Female
In State	313,145	96,358	95,473	59,735	61,579	71	72	47	54
A. achua	13,275	3,452	3,367	3,188	3,268	66	66	52	56
Baker	2,142	931	847	179	185	68	77	40	50
Bay	4,283	1,518	1,384	709	672	68	72	22	28
Bradford	6,431	2,234	2,268	931	998	70	70	47	50
Brevard	2,321	878	794	297	352	72	83	66	61
Broward	1,408	511	473	220	204	90	89	76	66
Calhoun	2,808	977	966	460	405	92	94	42	57
Citrus	1,686	481	551	321	333	98	91	63	69
Clay	2,447	772	746	455	474	60	70	38	46
Columbia	6,003	1,363	1,428	1,621	1,591	88	78	65	77
Dade	7,771	2,782	2,772	1,147	1,070	80	80	30	36
DeSoto	7,892	3,593	3,213	539	547	75	81	56	60
Duval	26,681	6,651	7,054	6,207	6,769	75	73	33	40
Escambia	14,532	4,641	5,181	2,355	2,355	58	53	38	60
Franklin	1,712	459	440	424	399	57	63	28	40
Gadsden	8,641	1,264	1,215	2,946	3,216	82	86	52	52
Hamilton	4,774	1,192	1,207	1,166	1,209	76	71	32	40
Hernando	2,007	549	519	466	473	81	79	42	42
Hillsborough	25,702	10,649	10,270	2,301	2,482	59	60	41	49
Holmes	5,366	2,477	2,360	278	251	81	78	40	39
Jackson	14,244	3,710	3,592	3,525	3,411	54	56	39	46
Jefferson	6,639	743	728	2,595	2,573	64	71	56	62
Lafayette	2,941	1,255	1,206	243	237	74	70	44	49
Lake	3,927	1,326	1,320	592	689	84	82	72	61
Lee	2,667	1,156	1,130	188	193	80	83	47	60
Leon	7,241	860	824	2,779	2,778	86	87	60	72
Levy	4,215	1,175	1,099	979	962	72	70	44	51
Liberty	1,769	505	474	394	396	78	85	31	45
Madison	6,742	1,465	1,360	1,912	2,005	86	92	73	86
Manatee	4,979	1,874	1,715	680	710	72	83	46	50
Marion	10,182	2,091	1,874	3,004	3,213	70	79	64	67
Monroe	6,031	2,148	2,175	849	859	43	43	36	38
Nassau	3,325	804	1,007	677	837	84	65	64	60
Okaloosa	3,535	1,290	1,306	456	483	83	80	30	38
Orange	4,736	1,496	1,593	735	912	83	80	74	66
Osceola	3,280	1,398	1,318	277	287	52	59	53	50
Palm Beach	3,866	1,343	1,263	674	586	74	77	57	77
Pasco	3,156	1,203	1,227	354	372	72	69	45	53
Piellas	5,347	1,968	2,073	636	670	95	91	51	55
Polk	13,362	4,611	4,687	2,042	2,022	70	70	33	36
Putnam	4,930	1,264	1,203	1,205	1,258	64	65	55	65
St. Johns	3,890	1,213	1,150	756	771	70	67	45	60
St. Lucie	2,954	1,080	1,148	352	364	81	75	51	66
Santa Rosa	5,148	1,853	1,930	662	703	77	74	38	43
Seminole	2,996	737	774	649	736	70	72	63	70
Sumter	2,691	912	844	571	464	82	88	49	71
Suwannee	8,032	2,260	2,264	1,746	1,762	75	72	54	61
Taylor	3,465	1,113	1,100	340	412	83	78	11	11
Volusia	6,334	1,963	1,991	1,419	1,461	75	78	54	57
Wakulla	3,350	702	683	1,002	963	51	50	31	37
Walton	4,928	1,780	1,844	660	644	83	82	38	47
Washington	4,361	1,686	1,516	572	587	81	77	66	88

TABLE III—(a) Number of Schools Taught; (b) Aggregate Days Schooling Given; (c) Average Length of Term in Days.

1916-1917 Counties.	Number of Schools.			Aggregate Days Schooling Given.			Average Length of Term in Days.		
	Total	White	Negro	Both Races	White	Negro	Both	White	Negro
In State ...	2,947	2,126	821	18,335,023	13,859,520	4,475,503	129	140	102
Alachua ...	114	70	44	658,541	460,532	198,009	109	134	76
Baker ...	29	26	3	88,346	82,314	6,032	108	112	74
Bay ...	42	35	7	220,538	198,669	21,869	136	145	89
Bradford ...	62	52	10	305,960	243,079	62,881	111	114	100
Brevard ...	40	32	8	179,475	150,205	29,270	134	152	85
Broward ...	13	8	5	135,144	104,882	30,262	161	169	137
Calhoun ...	44	33	11	135,390	113,384	22,006	94	99	77
Citrus ...	32	23	9	134,092	107,135	26,957	123	143	80
Clay ...	40	30	10	117,412	88,164	29,248	126	134	107
Columbia ...	84	54	30	326,275	192,902	133,373	101	120	82
Dade ...	33	26	7	600,719	527,625	73,094	160	161	155
DeSoto ...	85	74	11	635,746	577,747	57,999	146	149	120
Duval ...	85	52	33	1,820,133	1,290,888	529,245	173	176	165
Escambia ...	77	58	19	881,354	621,499	259,855	149	152	144
Franklin ...	9	7	2	80,244	60,452	19,792	134	150	101
Gadsden ...	69	28	41	364,339	220,589	143,750	103	144	72
Hamilton ...	64	48	16	222,950	174,921	48,029	110	133	68
Hernando ...	26	18	8	109,134	87,054	22,080	129	147	87
Hillsborough ...	101	83	18	1,695,003	1,468,661	226,342	144	145	134
Holmes ...	67	61	6	250,077	240,900	9,177	104	106	74
Jackson ...	125	78	47	477,663	311,274	166,389	87	103	67
Jefferson ...	57	20	37	251,293	85,982	165,311	88	122	77
Lafayette ...	58	53	5	144,184	130,364	13,820	119	122	94
Lake ...	57	41	16	294,529	232,222	62,307	142	155	110
Lee ...	34	33	1	238,906	217,731	21,175	161	161	160
Leon ...	84	38	46	364,963	151,527	213,436	106	143	89
Levy ...	64	45	19	231,846	154,898	76,948	119	131	98
Liberty ...	27	21	6	79,460	61,897	17,563	102	110	80
Madison ...	95	55	40	301,325	193,744	107,581	85	123	54
Manatee ...	66	60	6	351,472	303,988	47,484	135	143	100
Marion ...	116	65	51	612,073	320,357	291,716	123	140	109
Monroe ...	11	10	1	294,182	228,442	65,740	176	175	180
Nassau ...	64	47	17	185,136	108,416	76,720	115	115	116
Okaloosa ...	58	51	7	190,526	170,342	20,184	115	121	81
Orange ...	46	31	15	415,936	290,626	125,310	154	157	147
Osceola ...	31	25	6	194,470	169,440	25,030	146	152	120
Palm Beach ...	34	27	7	289,103	220,578	68,525	147	156	124
Pasco ...	42	35	7	180,743	164,314	16,429	119	128	65
Pinellas ...	33	28	5	499,644	452,946	46,698	157	161	122
Polk ...	91	76	15	880,186	745,426	134,760	145	152	118
Putnam ...	69	40	29	253,754	138,798	114,956	116	120	113
St. Johns ...	38	29	9	241,398	174,973	66,425	132	142	109
St. Lucie ...	34	27	7	202,495	166,500	35,995	126	130	111
Santa Rosa ...	68	59	9	265,504	232,707	30,797	118	125	81
Seminole ...	19	9	10	217,750	137,916	79,834	142	160	120
Sumter ...	33	23	10	173,293	135,439	37,854	111	124	79
Suwannee ...	100	68	32	320,473	211,488	108,985	86	92	75
Taylor ...	47	45	2	139,194	135,027	4,167	128	130	85
Volusia ...	56	37	19	504,133	345,476	158,657	145	157	123
Wakulla ...	38	23	15	94,492	57,412	37,080	104	117	89
Walton ...	70	60	10	244,044	214,978	29,066	104	108	79
Washington ...	66	49	17	241,981	182,690	59,291	108	112	98

TABLE IV—(a) Enrollment by Races and Sexes; (b) Percentage of School Population (6 to 21) Enrolled.

1916-1917 Counties.	Enrollment.							Percent- age Enrolled		
	Both Races	Whites	Negroes	White Males	White Females	Negro Males	Negro Females	Both Races	Whites	Negroes
In State....	198,825	136,910	61,915	68,769	68,141	28,323	33,592	63	71	51
Alachua	7,963	4,491	3,472	2,286	2,205	1,650	1,822	80	66	54
Baker	1,450	1,290	160	636	654	68	92	68	73	44
Bay	2,374	2,024	350	1,026	998	166	184	58	69	25
Bradford	4,090	3,150	940	1,614	1,536	442	498	64	70	48
Brevard	1,750	1,339	411	636	703	196	215	75	80	63
Broward	1,183	882	301	459	423	166	135	84	90	71
Calhoun	2,225	1,800	425	896	904	193	232	79	93	49
Citrus	1,411	982	429	468	514	202	227	84	95	66
Clay	1,366	974	392	460	514	175	217	56	64	42
Columbia	4,602	2,311	2,291	1,199	1,112	1,058	1,233	77	83	71
Dade	5,134	4,404	730	2,204	2,200	342	388	66	80	33
DeSoto	5,935	5,306	629	2,711	2,595	302	327	75	78	58
Duval	14,909	10,157	4,752	4,999	5,158	2,030	2,722	56	74	37
Escambia ..	7,718	5,424	2,294	2,684	2,740	889	1,405	53	55	49
Franklin ...	819	539	280	261	278	119	161	47	60	34
Gadsden	5,307	2,082	3,225	1,038	1,049	1,547	1,678	61	84	52
Hamilton	2,618	1,756	862	904	852	374	488	55	73	32
Hernando	1,242	849	393	442	407	196	197	62	80	42
Hillsborough	14,523	12,362	2,161	6,162	6,200	940	1,221	56	59	45
Holmes	4,041	3,837	204	1,999	1,838	106	98	75	80	39
Jackson	6,959	4,018	2,941	2,010	2,008	1,367	1,574	49	56	42
Jefferson ...	4,044	991	3,053	473	518	1,453	1,600	61	67	59
Lafayette ...	1,995	1,773	222	924	849	107	115	68	72	46
Lake	3,057	2,206	851	1,119	1,087	428	423	73	83	66
Lee	2,072	1,864	208	925	939	89	119	78	82	52
Leon	5,104	1,452	3,652	737	715	1,648	2,004	70	86	66
Levy	2,527	1,602	925	845	757	433	492	60	71	47
Liberty	1,102	794	308	393	401	128	180	62	81	39
Madison	5,642	2,516	3,126	1,265	1,251	1,390	1,736	84	89	79
Manatee	3,445	2,776	669	1,356	1,420	311	358	78	77	48
Marion	7,036	2,952	4,084	1,472	1,480	1,927	2,157	69	74	66
Monroe	2,485	1,856	629	929	927	302	327	41	43	37
Nassau	2,263	1,327	936	674	653	431	505	68	73	62
Okaloosa	2,442	2,121	321	1,070	1,051	138	183	69	82	34
Orange	3,663	2,510	1,153	1,239	1,271	544	609	77	81	71
Osceola	1,788	1,505	283	721	784	148	135	51	55	50
Palm Beach..	2,774	1,948	826	980	968	382	444	72	75	66
Pasco	2,073	1,716	357	871	845	161	196	66	71	49
Pinellas	4,452	3,758	694	1,875	1,883	326	368	83	93	53
Polk	7,958	6,555	1,403	3,294	3,261	666	737	60	70	35
Putnam	3,068	1,590	1,478	809	781	668	810	62	64	60
St. Johns	2,416	1,611	805	845	766	343	462	62	68	53
St. Lucie ...	1,154	1,737	417	877	860	178	239	73	78	58
Santa Rosa ..	3,402	2,847	555	1,428	1,419	2-8	307	66	76	41
Seminole ...	2,000	1,079	921	519	560	406	515	67	71	62
Sumter	2,096	1,490	606	748	742	275	331	78	85	65
Suwannee ...	5,331	3,320	2,011	1,694	1,626	934	1,077	66	74	57
Taylor	1,870	1,787	83	927	860	36	47	54	81	11
Volusia	4,612	3,021	1,591	1,463	1,558	761	830	67	76	55
Wakulla	1,374	712	662	368	344	307	355	41	51	34
Waltón	3,529	2,980	549	1,474	1,506	248	301	72	82	42
Washington	3,432	2,537	895	1,366	1,171	379	516	80	79	77

TABLE V—(a) Average Daily Attendance of Pupils by Races and Sexes;
(b) Percentage of Enrolled in Daily Attendance.

1916-1917 Counties.	Average Daily Attendance.								Per- centages		
	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.	Both.	White.	Negro.	
In State	142,494	98,714	43,780	48,645	50,069	19,816	23,964	72	72	71	
Alachua	6,036	3,414	2,622	1,678	1,736	1,233	1,389	76	76	75	
Baker	818	737	81	355	382	32	49	56	57	51	
Bay	1,619	1,373	246	671	702	109	137	68	68	70	
Bradford	2,757	2,127	630	1,071	1,056	278	352	67	68	67	
Brevard	1,332	988	344	485	503	164	180	76	74	84	
Broward	841	620	221	310	310	117	104	71	70	73	
Calhoun	1,435	1,149	286	558	591	132	154	64	64	67	
Citrus	1,089	750	339	358	392	166	173	77	76	80	
Clay	929	656	273	319	337	118	155	67	67	69	
Columbia	3,224	1,606	1,618	800	806	735	883	70	70	70	
Dade	3,745	3,273	472	1,616	1,657	233	239	73	74	65	
DeSoto	4,363	3,878	485	1,984	1,894	230	255	74	73	77	
Duval	10,530	7,328	3,202	3,491	3,837	1,404	1,798	71	72	67	
Escambia	5,903	4,095	1,808	1,996	2,099	710	1,098	77	75	79	
Franklin	598	402	196	191	211	79	117	73	75	70	
Gadsden	3,530	1,527	2,003	720	807	936	1,067	67	70	66	
Hamilton	2,018	1,316	702	666	650	299	403	77	75	81	
Hernando	845	591	254	305	286	123	131	68	70	65	
Hillsborough	11,794	10,106	1,688	4,977	5,129	752	936	81	82	80	
Ho'mes	2,403	2,279	124	1,185	1,094	61	63	59	59	61	
Jackson	*5,500	3,008	2,492	1,466	1,542	1,160	1,332	79	75	84	
Jefferson	2,852	701	215	340	361	1,037	1,114	71	71	71	
Lafayette	1,214	1,067	147	573	494	69	78	61	60	66	
Lake	2,066	1,499	567	746	753	276	291	68	68	65	
Lee	1,480	1,348	132	654	694	59	73	71	72	63	
Leon	3,441	1,057	2,384	530	527	1,057	1,327	67	73	65	
Levy	1,787	1,143	644	590	553	303	341	71	71	70	
Liberty	781	561	220	265	296	91	129	71	71	71	
Madison	3,549	1,569	1,980	780	789	873	1,107	63	62	63	
Manatee	2,601	2,126	475	1,020	1,106	218	257	76	77	71	
Marion	4,979	2,293	2,686	1,137	1,156	1,213	1,473	71	78	66	
Monroe	1,668	1,303	365	635	668	166	199	67	76	58	
Nassau	1,606	945	661	479	466	298	363	71	71	71	
Okaloosa	1,655	1,405	250	672	733	102	148	68	66	78	
Orange	2,698	1,845	853	896	949	390	463	74	74	74	
Osceola	1,326	1,117	209	523	594	111	98	74	74	74	
Palm Beach	1,963	1,409	554	691	718	267	287	71	72	67	
Pasco	1,519	1,270	249	634	636	111	138	73	74	70	
Pinellas	3,186	2,804	382	1,375	1,429	180	202	72	75	55	
Polk	6,056	4,920	1,136	2,407	2,513	529	607	76	75	81	
Putnam	2,181	1,160	1,021	602	558	456	565	71	73	70	
St. Johns	1,840	1,228	612	623	605	259	353	76	76	76	
St. Lucie	1,603	1,280	323	630	650	140	183	75	74	78	
Santa Rosa	2,238	1,856	382	918	938	171	211	66	65	70	
Seminole	1,528	864	664	408	456	280	384	76	80	72	
Sumter	1,565	1,088	477	520	568	212	265	75	73	79	
Suwannee	3,738	2,292	1,446	1,148	1,144	663	783	70	69	72	
Taylor	1,087	1,038	49	516	522	21	28	58	58	59	
Volusia	3,481	2,195	1,286	1,049	1,146	595	691	76	73	80	
Wakul'a	909	491	418	243	248	191	227	66	70	63	
Walton	2,357	1,988	369	989	999	160	209	67	67	67	
Washington	2,231	1,629	602	850	779	247	355	65	64	67	

*Estimated.

TABLE VI—Educational Status of Pupils Enrolled.
PART I—Chart, First and Second Grades.

1916-1917 Counties.	Chart.			First Grade.			Second Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	27,794	11,316	16,478	30,365	18,581	11,784	26,488	16,944	9,544
Alachua	1,631	569	1,062	1,113	447	666	1,069	509	560
Baker	316	240	76	168	141	27	165	149	16
Bay	162	57	105	221	158	63	198	153	45
Bradford	773	481	292	576	426	150	580	438	142
Brevard	182	72	110	178	118	60	230	174	56
Broward	134	75	59	184	121	63	165	104	61
Calhoun	383	226	157	328	220	108	233	177	76
Citrus	141	15	126	197	65	132	200	138	62
Clay	185	59	126	193	122	71	182	121	61
Dade	495	429	66	787	563	224	658	522	136
DeFote	488	266	222	930	813	117	754	638	116
Duval	1,093	177	916	2,161	1,455	706	2,018	1,382	636
Escambia	455	207	248	1,321	808	513	1,173	828	345
Franklin	154	74	80	109	65	44	130	76	54
Gadsden	1,134	190	944	1,128	386	742	679	232	447
Hamilton	547	235	312	410	239	171	334	203	131
Hernando	161	52	109	143	87	56	121	80	41
Hillsborough	946	494	452	2,398	2,129	269	1,947	1,692	255
Holmes	748	699	49	633	567	66	477	442	35
Jackson	1,247	613	634	1,454	601	853	1,028	468	560
Jefferson	680	69	611	884	125	759	648	135	513
Lafayette	357	252	105	247	212	35	254	224	30
Lake	315	118	197	435	277	158	372	252	120
Lee	145	90	55	293	258	35	235	205	30
Leon	1,352	141	1,211	985	204	781	704	153	551
Levy	432	175	257	352	189	163	334	173	161
Liberty	191	89	102	164	115	49	152	108	44
Madison	1,546	261	1,285	785	280	505	759	310	449
Maratee	471	246	225	416	298	118	426	327	99
Marion	1,192	201	991	1,132	380	752	996	316	680
Monroe	300	64	236	482	408	74	522	401	121
Nassau	448	177	271	328	181	147	333	167	166
Okaloosa	327	251	76	403	335	68	328	270	58
Orange	362	107	255	481	332	149	472	317	155
Osceola	104	64	40	280	217	63	210	161	49
Palm Beach	261	106	155	370	254	116	350	229	121
Pasco	227	131	96	270	194	76	278	198	80
Pinellas	111	.....	111	695	525	170	585	485	100
Polk	820	463	357	1,081	842	239	1,039	756	283
Putnam	535	102	433	437	197	240	423	196	227
St. Johns	270	97	173	316	213	103	319	188	131
St. Lucie	290	176	114	247	184	63	291	226	65
Santa Rosa	655	460	195	540	412	128	380	321	59
Seminole	307	37	270	240	129	111	209	106	103
Sumter	356	155	201	269	147	122	204	143	61
Suwannee	1,167	491	676	791	431	360	758	424	334
Taylor	295	268	27	213	191	22	242	229	13
Volusia	597	168	429	604	384	220	585	352	233
Wakulla	268	108	160	246	69	177	192	83	109
Walton	573	440	133	558	419	139	444	363	81
Washington	519	300	219	596	426	170	468	321	147

TABLE VI—Educational Status of Pupils Enrolled.
PART II—Third, Fourth and Fifth Grades.

1916-1917 Counties.	Third Grade.			Fourth Grade.			Fifth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	26,441	17,834	8,607	24,047	17,275	6,772	18,763	14,438	4,325
Alachua	1,046	581	465	906	591	315	446	284	162
Baker	204	188	16	150	136	14	138	131	7
Bay	323	253	70	312	263	49	119	102	17
Bradford	520	390	130	553	439	114	342	296	46
Brevard	238	177	61	213	158	55	184	142	42
Broward	148	99	49	125	93	32	109	94	15
Calhoun	258	202	56	235	253	32	181	174	7
Citrus	156	109	47	183	158	25	149	132	17
Clay	198	149	49	163	124	39	163	141	22
Columbia	596	288	308	599	327	272	465	286	179
Dade	665	551	114	578	515	63	538	459	79
DeSoto	751	682	69	763	728	35	539	511	28
Duval	2,177	1,486	691	1,977	1,412	565	1,687	1,253	434
Escambia	1,078	737	341	934	690	244	772	550	222
Franklin	64	39	25	82	58	24	77	62	15
Gadsden	673	264	409	595	265	330	505	257	248
Hamilton	341	233	108	328	248	80	217	171	46
Hernando	156	118	38	135	98	37	106	85	21
Hillsborough	2,037	1,818	219	1,670	1,418	252	1,456	1,294	162
Holmes	582	550	32	531	520	11	334	328	6
Jackson	981	481	500	864	456	408	577	324	253
Jefferson	578	117	461	486	109	377	355	124	231
Lafayette	279	260	19	290	276	14	213	197	16
Lake	402	258	144	379	278	101	287	237	50
Lee	251	227	24	261	244	17	245	225	20
Leon	671	185	486	513	174	339	273	120	153
Levy	355	213	142	319	221	98	225	164	61
Liberty	169	122	47	132	98	34	113	89	24
Madison	722	294	428	582	305	277	370	240	130
Manatee	401	329	72	373	301	72	347	289	58
Marion	973	325	648	830	363	467	642	355	287
McNiece	331	271	60	278	228	50	204	163	41
Nassau	291	160	131	275	177	98	202	144	58
Okaloosa	369	325	44	297	264	33	289	258	31
Orange	419	264	155	469	287	182	428	306	122
Osceola	238	200	38	226	189	37	197	170	27
Palm Beach	368	243	125	330	234	96	252	182	70
Pasco	273	218	55	252	216	36	209	197	12
Pinellas	563	467	96	563	477	86	478	408	70
Polk	964	772	192	953	813	140	891	794	97
Putnam	455	234	221	350	204	146	280	193	87
St. Johns	364	213	151	260	178	82	258	198	60
St. Lucie	254	217	37	237	176	61	242	204	38
Santa Rosa	449	388	61	451	379	72	300	281	19
Seminole	268	139	129	238	110	128	197	111	86
Sumter	261	166	95	252	209	43	233	181	52
Suwannee	661	411	250	623	408	215	457	345	112
Taylor	251	243	8	231	222	9	167	163	4
Volusia	567	359	208	594	358	236	456	331	125
Walton	204	121	83	185	128	57	127	66	61
Washington	423	351	72	416	364	52	401	362	39
Washington	475	347	128	456	335	121	321	265	56

TABLE VI—Educational Status of Pupils Enrolled.
Part III—Sixth, Seventh and Eighth Grades.

Counties. 1916-1917	Sixth Grade.			Seventh Grade.			Eighth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	13,806	11,668	2,138	10,654	9,661	993	9,084	8,503	581
Alachua	485	369	116	374	330	44	337	292	45
Baker	100	100	.....	60	56	4	66	66	.....
Bay	178	177	1	124	124	.....	103	103	.....
Bradford	264	227	37	182	161	21	161	155	6
Brevard	133	111	22	116	113	3	97	96	1
Broward	85	73	12	56	53	3	71	64	7
Calhoun	123	117	6	114	114	.....	109	109	.....
Citrus	108	93	15	78	74	4	65	65	.....
Clay	108	88	20	62	60	2	90	88	.....
Columbia	225	157	68	185	157	28	198	175	23
Dade	409	380	29	347	340	7	290	251	9
DeSoto	475	447	28	417	403	14	366	364	2
Duval	1,157	903	254	805	659	146	639	546	93
Escambia	631	456	175	496	406	90	344	305	39
Franklin	39	20	19	39	32	7	47	42	5
Gadsden	259	183	76	163	142	21	140	134	6
Hamilton	126	114	12	103	101	2	109	109	.....
Hernando	87	66	21	68	58	10	87	85	2
Hillsborough	1,122	996	126	901	840	61	700	665	35
Holmes	331	311	.....	187	182	5	142	142	.....
Jackson	376	302	74	312	280	32	169	167	2
Jefferson	149	82	67	96	77	19	96	81	15
Lafayette	152	150	2	100	96	4	111	111	.....
Lake	261	222	39	201	184	17	150	142	8
Lee	205	188	17	161	156	5	146	141	5
Leon	163	123	40	126	106	20	101	70	31
Levy	180	148	32	110	103	7	127	114	13
Liberty	83	77	6	41	40	1	37	36	1
Madison	214	172	42	234	224	10	253	253	.....
Manatee	277	260	17	110	103	7	210	208	2
Marion	360	230	130	380	301	79	238	212	26
Monroe	137	115	22	86	86	.....	58	47	11
Nassau	126	93	33	124	110	14	99	93	6
Okaloosa	163	156	7	137	137	.....	102	99	3
Orange	260	202	58	254	210	44	212	197	15
Osceola	173	153	20	115	113	2	101	94	7
Palm Beach	213	163	50	200	160	40	143	114	29
Pasco	185	183	2	146	146	.....	134	134	.....
Pinellas	391	349	42	280	268	12	246	239	7
Polk	736	693	43	685	661	24	643	623	20
Putnam	221	180	41	128	101	27	121	101	20
St. Johns	188	148	40	165	141	24	107	90	17
St. Lucie	169	150	19	112	101	11	102	93	9
Santa Rosa	259	247	12	219	210	9	95	95	.....
Seminole	148	122	26	113	96	17	86	69	17
Sumter	171	149	22	121	113	8	139	137	2
Swannee	309	268	41	226	212	14	232	223	9
Taylor	145	145	.....	128	128	.....	121	121	.....
Volusia	386	321	65	293	245	48	257	230	27
Wakulla	76	64	12	35	32	3	27	27	.....
Walton	228	220	8	209	189	20	165	162	3
Washington	259	209	50	130	127	3	139	138	1

TABLE VI—Educational Status of Pupils Enrolled.
PART IV—Ninth, Tenth, Eleventh and Twelfth Grades.

1916-1917 Counties.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	4,822	4,557	265	2,783	2,634	149	1,499	1,434	65	1,219	1,198	21
Alachua	169	138	31	89	83	6	61	61	...	37	37	...
Baker	8	8	...	4	4	...	...	...	...	...	...	...
Bay	37	37	...	27	27	...	7	7	...	...	...	...
Bradford	93	90	3	66	64	2	25	25	...	13	13	...
Brevard	69	68	1	45	45	...	22	22	...	13	...	...
Broward	51	51	...	27	27	...	11	11	...	18	18	...
Calhoun	40	40	...	6	6	...	...	...	...	...	...	...
Citrus	32	32	...	24	24	...	16	16	...	9	9	...
Clay	12	12	...	9	9	...	4	4	...	6	6	...
Columbia	90	78	12	39	39	...	19	19	...	13	13	...
Dade	181	179	2	112	111	1	66	66	...	38	38	...
DeSoto	205	205	...	107	107	...	57	57	...	68	68	...
Duval	358	303	55	246	218	28	137	121	16	170	162	8
Escambia	229	203	26	161	139	22	71	50	21	53	45	8
Franklin	27	27	...	18	18	...	5	5	...	20	20	...
Gadsden	69	67	2	34	34	...	21	21	...	17	17	...
Hamilton	62	62	...	21	21	...	12	12	...	8	8	...
Hernando	28	28	...	16	16	...	13	13	...	16	16	...
Hillsborough	432	408	24	306	296	10	192	182	10	135	130	5
Holmes	49	49	...	11	11	...	4	4	...	2	2	...
Jackson	91	91	...	37	37	...	25	25	...	4	4	...
Jefferson	43	43	...	22	22	...	9	9	...	10	10	...
Lafayette	29	29	...	7	7	...	7	7	...	1	1	...
Lake	111	111	...	57	57	...	37	37	...	13	13	...
Lee	51	51	...	38	38	...	27	27	...	14	14	...
Leon	73	56	17	42	32	10	38	24	14	26	26	...
Levy	52	51	1	51	51	...	7	7	...	...	...	...
Liberty	8	8	...	...	...	...	...	...	...	...	...	...
Madison	113	113	...	41	41	...	18	18	...	23	23	...
Manatee	121	121	...	81	81	...	51	51	...	59	59	...
Marion	142	133	9	88	76	12	32	32	...	28	28	...
Monroe	51	44	7	18	11	7	12	12	...	6	6	...
Nassau	42	35	7	13	9	4	4	3	1	2	2	...
Okauchosa	13	12	1	2	2	...	...	...	...	22	22	...
Orange	168	156	12	74	68	6	41	41	...	24	24	...
Osceola	67	67	...	36	36	...	18	18	...	13	13	...
Palm Beach	119	103	16	61	56	5	29	26	3	18	18	...
Pasco	36	36	...	38	38	...	20	20	...	15	15	...
Pinellas	228	228	...	131	131	...	103	103	...	78	78	...
Polk	295	290	5	166	163	3	102	102	...	83	83	...
Putnam	67	52	15	40	25	15	20	20	...	9	9	...
St. Johns	86	75	11	57	44	13	15	15	...	21	21	...
St. Lucie	103	103	...	66	66	...	16	16	...	25	25	...
Santa Rosa	34	34	...	12	12	...	...	...	...	8	8	...
Seminole	82	74	8	43	38	5	29	29	...	18	18	...
Sumter	67	67	...	16	16	...	6	6	...	3	3	...
Suwannee	50	50	...	25	25	...	18	18	...	14	14	...
Taylor	16	16	...	17	17	...	3	3	...	2	2	...
Volusia	130	130	...	83	83	...	40	40	...	30	30	...
Wakulla	9	9	...	1	1	...	...	...	...	...	...	...
Walton	47	47	...	35	35	...	19	18	...	10	10	...
Washington	37	37	...	17	17	...	11	11	...	4	4	...

TABLE VII—(a) Number of Teachers' Positions Filled; (b) Number of Different Teachers Employed.

1916-1917 Counties.	Teachers' Positions Filled			Different Teachers Employed.							
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White Males.	White Females.	Negro/ Males.	Negro/ Females.	
In State	6,015	4,714	1,301	6,139	4,889	1,250	1,158	3,731	273	977	
Alachua	222	155	67	218	166	52	34	132	11	41	
Baker	46	43	3	57	54	3	17	37	.....	3	
Bay	76	69	7	94	86	8	29	57	2	6	
Bradford	120	105	15	124	111	13	42	69	7	6	
Brevard	77	64	13	74	61	13	11	50	3	10	
Broward	44	36	8	45	37	8	8	29	1	7	
Calhoun	68	57	11	72	63	9	23	40	6	3	
Citrus	55	44	11	57	46	11	7	39	2	9	
Clay	54	40	14	53	40	13	11	29	3	10	
Columbia	166	114	52	146	102	44	19	83	13	31	
Dade	159	141	18	159	141	18	23	118	4	14	
DeSoto	190	175	15	204	188	16	59	129	4	12	
Duval	401	305	96	455	344	111	18	326	9	102	
Escambia	225	175	50	248	196	52	26	170	9	43	
Franklin	29	20	9	29	20	9	4	16	1	8	
Gadsden	112	70	42	107	73	34	15	58	11	23	
Hamilton	80	62	18	92	77	15	20	57	2	13	
Hernando	43	32	11	44	33	11	4	29	3	8	
Hillsborough	370	326	44	376	332	44	53	279	6	38	
Holmes	102	96	6	96	91	5	51	40	2	3	
Jackson	189	122	67	197	123	74	45	78	30	44	
Jefferson	83	42	41	83	42	41	7	35	14	27	
Lafayette	78	70	8	86	79	7	30	49	3	4	
Lake	120	96	24	126	103	23	19	84	3	20	
Lee	76	71	5	76	71	5	17	54	1	4	
Leon	121	66	55	113	66	47	8	58	7	40	
Levy	85	64	21	88	64	24	15	49	7	17	
Liberty	47	40	7	53	45	8	13	32	4	4	
Madison	127	81	46	110	74	36	27	47	8	28	
Manatee	138	121	17	121	104	17	27	77	2	15	
Marion	186	117	69	193	125	68	30	95	13	55	
Monroe	58	48	10	62	52	10	3	49	2	8	
Nassau	86	60	26	83	59	24	6	53	2	22	
Okaloosa	83	76	7	83	76	7	33	43	2	5	
Orange	125	93	32	133	97	36	20	77	4	32	
Osceola	69	59	10	70	60	10	8	52	3	7	
Palm Beach	95	77	18	95	77	18	18	59	4	14	
Pasco	80	70	10	73	68	5	18	50	2	3	
Pinellas	145	126	19	146	127	19	18	109	4	15	
Polk	266	228	38	266	228	38	46	182	4	34	
Putnam	107	68	39	109	71	38	14	57	4	34	
St. Johns	81	59	22	83	61	22	7	54	3	19	
St. Lucie	72	62	10	68	60	8	16	44	4	4	
Santa Rosa	88	77	11	104	95	9	37	58	1	8	
Seminole	65	39	26	65	39	26	5	34	4	22	
Sumter	65	49	16	64	50	14	19	31	5	9	
Suwannee	142	104	38	142	104	38	37	67	11	27	
Taylor	72	70	2	72	70	2	37	33	2	0	
Volusia	174	129	45	179	132	47	26	106	10	37	
Wakulla	44	28	16	41	28	13	4	24	5	8	
Walton	115	100	15	113	104	9	38	66	2	7	
Washington	94	73	21	92	74	18	36	38	4	14	

TABLE VIII—PART I—Grades of County Certificates Held by Teachers Employed.

1916-1917 Counties.	Total Certificates	Third Grade.			Second Grade.			First Grade.			Temporary.		
		Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.
In State ...	6,127	1,534	911	623	2,192	1,724	468	1,403	1,342	61	147	99	48
Alachua ...	234	63	35	28	73	50	23	46	45	1	...	...	...
Baker ...	53	17	16	1	19	18	1	15	14	1	...	...	...
Bay ...	98	27	26	1	37	31	6	19	19	...	4	3	1
Bradford ...	123	37	30	7	48	43	5	26	23	3	2	2	...
Brevard ...	73	8	8	...	39	30	9	18	14	4	1	1	...
Broward ...	49	7	3	4	10	6	4	18	14	4	4	4	...
Calhoun ...	75	15	12	3	36	32	4	18	17	1	...	...	...
Citrus ...	59	10	7	3	15	12	3	19	19	...	8	4	4
Clay ...	53	21	13	8	24	21	3	3	2	1	...	...	...
Columbia ...	158	32	9	23	69	54	15	36	30	6	1	1	...
Dade ...	148	10	7	3	37	27	10	43	43	...	14	13	1
DeSoto ...	214	34	24	10	61	57	4	81	79	2	2	2	...
Duval ...	407	107	47	60	152	120	32	60	57	3	1	1	...
Escambia ...	230	77	40	37	87	77	10	23	22	1	4	4	...
Franklin ...	31	8	3	5	6	2	4	9	9	...	1	1	...
Gadsden ...	110	28	11	17	36	27	9	26	26	...	7	...	7
Hamilton ...	93	31	23	8	34	27	7	19	19	...	3	3	...
Hernando ...	41	8	4	4	12	7	5	20	20	...	...	...	...
Hillsborough ...	402	68	52	16	151	129	22	77	73	4	11	11	...
Holmes ...	102	35	30	5	42	41	1	19	19	...	...	...	...
Jackson ...	195	60	16	44	59	45	14	48	45	3	...	...	...
Jefferson ...	88	25	8	17	19	14	5	9	9	...	18	1	17
Lafayette ...	122	22	18	4	64	62	2	21	20	1	...	...	...
Lake ...	129	23	13	10	58	42	16	32	32	...	3	3	...
Lee ...	78	11	7	4	19	19	...	23	22	1	3	3	...
Leon ...	128	73	27	46	19	12	7	16	16	...	...	...	...
Levy ...	91	33	25	8	34	18	16	11	11	...	8	8	...
Liberty ...	55	16	12	4	17	15	2	12	12	...	...	...	...
Madison ...	108	25	9	16	55	36	19	24	24	...	...	...	...
Manatee ...	145	24	20	4	54	45	9	29	29	...	...	...	...
Marion ...	193	49	17	32	70	39	31	48	45	3	3	1	2
Monroe ...	63	13	10	3	15	12	3	28	24	4	3	3	...
Nassau ...	87	33	22	11	32	21	11	12	11	1	...	...	...
Okaloosa ...	83	38	32	6	31	31	...	13	12	1	1	1	...
Orange ...	136	25	10	15	45	27	18	35	33	2	5	4	1
Osceola ...	70	11	10	1	24	15	9	25	25	...	1	1	...
Palm Beach ...	98	22	11	11	27	22	5	17	17	...	2	2	...
Pasco ...	78	8	5	3	24	22	2	34	34	...	...	...	...
Pinellas ...	141	41	29	12	28	28	...	21	21	...	7	...	7
Polk ...	285	38	21	17	64	48	16	111	108	3	...	...	...
Putnam ...	105	27	8	19	56	39	17	12	9	3	1	1	...
St. Johns... ..	82	22	8	14	35	30	5	15	12	3	2	2	...
St. Lucie... ..	68	9	7	2	31	26	5	17	16	1	2	2	...
Santa Rosa ...	108	38	33	5	48	42	6	16	16	...	1	1	...
Seminole ...	66	17	4	13	19	9	10	16	15	1	1	1	...
Sumter ...	64	14	8	6	15	13	2	25	25	...	6	...	6
Suwannee ...	147	29	19	10	71	48	23	25	24	1	4	3	1
Taylor ...	75	14	14	...	28	26	2	28	28	...	...	...	...
Volusia ...	189	26	11	15	69	43	26	35	35	...	7	7	...
Wakulla ...	41	23	13	10	10	8	2	7	6	1	1	1	...
Walton ...	113	48	40	8	32	31	1	21	21	...	2	1	1
Washington... ..	96	34	24	10	32	25	7	22	21	1	3	3	...

TABLE VIII—Other Certificates Held by Teachers Employed.
PART II—Number of Non-Resident Teachers.

1916-1917 Counties.	Primary. 4-Year.	Life Primary.	Life 1st Grade.			Special.	State. 5-Year.	Graduate State.	State. Life.	Non-Resident Teachers							
			White.	White.	Total.					White.	Negro.	Of County.			Of State.		
												Total.	White.	Negro.	Total.	White.	Negro.
In State	101	96	151	118	33	226	131	58	88	1062	858	204	305	288	17		
Alachua	2	8	11	11		11	3	4	2	76	66	10	8	8			
Baker						1			1	29	27	2	3	2	1		
Bay		12				2	4		1	27	24	3	11	11			
Bradford	2	1				2	1	4		41	36	5	2	2			
Brevard			1	1		1	1	1	1	9	3	6					
Broward	3					1	3	3									
Calhoun			3	2	1					13	10	3	4	2	2		
Citrus			1		1	1	2	1	1	17	7	10					
Clay	3								2	10	4	6					
Columbia			6	6		4	4			24	8	16					
Dade	4	5				21	9		5	21	21		35	35			
DeSoto	3	1	1	1		14	6	6	4	44	44		11	11			
Duval	9	17	12	11	1	22	3		12	5		5					
Escambia	3	12	5	3	2	4	9		1	28	22	6	11	9	2		
Franklin	1	1	1	1		1	1			9	7	2	1	1			
Gadsden	3	2	1		1	3	1		2	31	26	5	8	7	1		
Hamilton	1	1	1	1				1	1	18	16	2	10	10			
Hernando										15	6	9					
Hillsborough ..	11	9	26	24	2	14	1	3	5	16	16		16	16			
Holmes			2	2			2			12	12		1	1			
Jackson	2	3	8	4	4	2	3		2	10	10		4	4			
Jefferson		2	6	4	2		1	1	1	5	5		2	2			
Lafayette			6	6		3				14	14		4	4			
Lake	2	1				6	2		2	22	22		14	14			
Lee	5	1	2	2		4	6		2	22	22		13	13			
Leon	1		5	5		5		1	3	17	12	5	5	5			
Levy			1	1		2	1			20	9	11	11	11			
Liberty			3	1	2	1	1	1	1	19	15	4	2	2			
Madison		1						1	2	32	10	22	6	6			
Manatee	4	2	6	4	2	11	1	4	4	15	15		8	8			
Marion	5	2	1	1		6	6		2	63	39	24	15	10	5		
Monroe							2	2		1		1	1	1			
Nassau			4	3	1				2	14	10	4	1	1			
Okaloosa										7	7		3	3			
Orange	2		3	3		1	12		5	32	29	3	7	6	1		
Osceola	1	2				1	2	1	2	13	10	3	2	2			
Palm Beach ..		3	4	3	1	11	3		5	1	1		1	1			
Pasco		3				5	1		3								
Pinellas	3	3	2	2		30	4			3	3		24	24			
Polk	13	5	9	7	2	13	14	5	4	66	57	9	10	10			
Putnam	2	1	1	1			1	2	1	9	7	2					
St. Johns		2				5			1	17	16	1	7	7			
St. Lucie						3	4		2	27	24	3	5	5			
Santa Rosa ..	1					2			2	32	30	2	9	9			
Seminole	3	1	3	1	2			3		6	6		3	2	1		
Sumter		1				1		1	1	18	16	2	1	1			
Suwannee	1		5	2	3	3	3	1		34	25	9	5	5			
Taylor	1	1					1	2		10	10		2	2			
Volusia	7	2	10	4	6	9	3	9	2	54	54		15	12	3		
Wakulla										8	6	2	1	1			
Walton	2	1					7			8	7	1					
Washington ..			1	1			2	1		18	12	6	3	2			

TABLE IX—Result of Uniform Examinations.

1916-1917 Counties.	Totals Examinees.	Number and Grades of Certificates Issued.													
		Failed to Pass.		To Whites.						To Negroes.					
				First Grade.		Second Grade.		Third Grade.		First Grade.		Second Grade.		Third Grade.	
		White.	Negro.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	3152	520	492	98	188	181	655	143	579	4	...	33	68	31	160
Alachua	137	40	36	2	6	7	15	8	23	0	0	0	0	0	0
Baker	26	6	...	1	...	2	9	3	5	...	...	...	...	...	...
Bay	39	15	4	3	4	1	3	4	4	...	...	...	...	1	...
Bradford	40	8	...	2	1	4	4	5	12	...	...	...	...	2	2
Brevard	34	3	7	1	1	3	13	1	2	...	...	1	...	...	2
Broward	23	...	2	1	4	1	6	...	6	...	...	...	1	1	1
Calhoun	48	8	...	5	5	7	16	1	6	...	...	...	...	...	...
Citrus	29	5	5	...	4	1	5	...	6	...	...	1	...	1	1
Clay	53	9	7	...	3	1	8	3	17	...	...	...	1	1	3
Columbia	103	10	11	1	4	4	15	4	13	1	...	4	12	7	17
Dade	55	10	6	2	6	1	11	1	18	0	0	0	0	0	0
DeSoto	81	8	...	6	8	10	32	2	15	0	0	0	0	0	0
Duval	133	13	36	...	7	2	47	...	16	...	...	...	2	...	10
Escambia	108	20	8	1	8	1	35	2	26	...	...	1	...	...	6
Franklin	35	1	11	2	...	...	9	...	6	...	...	...	1	...	5
Gadsden	68	5	15	...	...	...	15	1	10	...	...	5	17	...	...
Hamilton	42	10	9	2	2	3	2	2	12	...	...	...	...	...	...
Hernando	22	3	2	1	4	...	4	...	5	...	...	...	...	...	3
Hillsborough	180	34	46	5	14	4	34	...	42	...	...	1	...	...	...
Holmes	66	19	...	3	...	14	5	9	14	...	...	2	...	...	...
Jackson	69	20	20	...	1	1	6	5	16	...	...	...	...	...	...
Jefferson	72	6	17	...	1	3	5	3	6	2	...	7	6	4	12
Lafayette	39	12	...	4	1	4	6	3	9	...	...	...	6	...	...
Lake	53	6	3	1	5	4	13	2	13	...	...	...	6	...	...
Lee	28	5	3	1	1	2	7	1	8	...	...	...	...	...	...
Leon	92	5	46	...	12	...	13	...	12	...	...	...	1	...	3
Levy	55	14	14	...	1	...	4	1	5	...	...	2	1	7	6
Liberty	14	4	...	1	...	...	2	...	7	...	...	...	...	...	...
Madison	141	21	1	12	9	17	52	6	23	...	...	...	...	...	...
Manatee	96	22	6	3	7	2	35	2	18	...	...	...	...	...	1
Marion	63	7	16	...	5	2	9	3	10	...	...	2	1	1	7
Monroe	10	3	3	...	...	...	1	...	1	...	...	...	...	...	2
Nassau	29	...	9	...	1	...	8	...	8	...	...	...	...	...	3
Okaloosa	74	31	2	...	1	9	10	6	9	...	...	...	3	...	3
Orange	34	2	8	...	2	3	10	...	3	...	...	1	1	1	3
Osceola	26	1	6	...	7	...	5	...	4	...	...	1	...	...	3
Palm Beach	51	5	5	1	2	3	11	2	7	...	...	...	2	...	13
Pasco	54	14	...	2	1	5	19	2	11	...	...	...	...	...	...
Pinellas	39	4	4	1	1	...	6	...	14	...	...	...	...	2	7
Polk	107	12	5	9	15	6	33	2	22	...	...	...	...	...	3
Putnam	60	5	8	1	3	5	15	3	8	...	...	...	2	...	10
St. Johns	35	1	20	...	4	...	4	...	5	...	...	...	...	...	1
St. Lucie	23	3	1	...	...	2	13	1	2	...	...	1	...	...	1
Santa Rosa	57	7	3	5	2	9	8	4	18	...	...	...	...	...	1
Seminole	51	2	9	...	3	1	8	...	3	...	...	...	7	2	16
Sumter	73	12	7	2	14	11	11	1	15	...	...	...	...	...	...
Swansee	138	22	48	4	1	10	15	16	22	...	...	...	...	...	...
Taylor	30	1	...	2	3	5	4	9	6	...	...	...	...	...	...
Volusia	24	1	2	...	3	1	7	...	7	...	...	1	...	...	2
Wakulla	24	3	1	...	1	1	6	...	6	...	...	1	1	2	2
Walton	81	32	12	3	...	2	7	7	14	...	...	...	...	...	4
Washington	86	10	8	8	...	7	14	18	9	1	...	2	3	...	6

TABLE X—Facts Relative to Teachers Employed.

1916-1917 Counties.	Graduates of Normal Schools.		Attend- ants at Summer Schools.		Attend- ants at Teachers' Associa- tions.		Subscrib- ers to Ed- ucational Journals.	
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
In State	622	202	1238	174	602	113	2748	534
Alachua	9	1	29	7	22	....	98	38
Baker	3	....	11	....	2	....	14	....
Bay .....	....	....	24	....	1	....	33	....
Bradford	18	6	27	2	9	1	63	7
Brevard	17	11	26	4	4	....	49	12
Broward	3	....	10	....	11	1	16	5
Calhoun	6	2	21	1	6	1	24	7
Citrus	2	5	16	....	1	....	5	1
Clay	2	2	6	....	1	....	9	5
Columbia	3	....	17	....	....	9	45	....
Dade	7	2	28	11	12	2	104	14
DeSoto	51	7	64	2	126	8	119	10
Duval	49	1	151	16	9	4	204	64
Escambia	13	3	59	25	....	....	116	20
Franklin .....	....	....	....	....	....	....	18	8
Gadsden	11	2	24	2	9	....	58	11
Hamilton	8	....	16	1	2	....	41	1
Hernando	3	....	11	....	3	....	20	1
Hillsborough ..	14	....	89	15	22	5	270	33
Holmes	16	....	19	....	9	....	31	....
Jackson	5	....	21	....	2	....	28	....
Jefferson	4	....	9	....	6	....	32	....
Lafayette	1	....	16	....	2	8	45	3
Lake	21	....	25	3	2	4	62	12
Lee	21	2	16	....	20	5	44	5
Leon	7	9	22	22	2	3	2	6
Levy	17	12	32	2	5	1	52	6
Liberty	1	2	1	4	....	....	10	4
Madison	10	14	11	3	21	6	34	18
Manatee	25	....	30	6	26	....	62	5
Marion	39	44	29	11	9	7	60	42
Monroe	5	....	16	....	....	....	14	....
Nassau	3	....	15	....	2	....	23	....
Okaloosa .....	....	....	....	....	....	....	9	....
Orange	32	21	31	1	37	10	73	24
Osceola	6	....	8	1	14	9	9	10
Palm Beach	30	12	11	....	25	2	24	4
Pasco	5	....	27	....	7	....	38	3
Pinellas	23	....	25	....	5	....	80	6
Polk .....	....	12	53	3	84	7	207	31
Putnam	1	....	20	....	4	....	35	18
St. Johns	16	12	12	12	1	1	21	19
St. Lucie	10	1	19	1	6	2	47	7
Santa Rosa	5	....	20	3	8	....	58	2
Seminole	12	14	9	2	10	9	28	16
Sumter	9	....	17	4	3	....	32	5
Suwannee	3	....	....	....	3	....	10	....
Taylor .....	....	....	12	....	4	....	29	....
Volusia	48	5	43	8	41	8	106	21
Wakulla	3	....	10	2	....	....	28	13
Walton	16	....	23	....	4	....	35	....
Washington	7	....	7	....	....	....	74	17

TABLE XI—(a) Average Age of Teachers; (b) Average Experience in Months; (c) Percentage of Males.

1916-1917 Counties.	Average Age in Years					Average Experience in Months.					Percentage of Males.		
	All Teachers.	White.		Negro.		All Teachers.	White.		Negro.		Both Races.	White.	Negro.
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.			
In State	27	29	26	37	28	44	45	39	95	49	23	24	22
Alachua	28	30	26	38	30	48	44	40	100	59	21	20	21
Baker	23	25	22	...	23	24	34	20	...	19	30	30	0
Bay	31	28	26	37	28	33	37	30	52	30	33	34	25
Bradford	24	23	24	36	28	29	27	22	102	55	39	38	54
Brevard	30	31	27	36	33	51	38	32	33	100	19	18	23
Broward	26	27	24	45	39	33	29	29	120	39	20	22	12
Calhoun	27	26	25	45	23	45	29	34	186	20	40	37	67
Citrus	24	32	22	35	26	29	49	22	121	21	16	15	20
Clay	27	33	23	35	29	43	58	41	150	87	26	28	23
Columbia	25	28	23	29	27	45	57	21	60	44	22	18	30
Dade	30	35	28	36	30	48	51	45	81	49	17	16	24
DeSoto	27	31	25	26	25	37	54	30	22	28	31	32	25
Duval	27	33	26	36	26	61	82	58	108	62	6	5	8
Escambia	27	23	25	43	29	50	30	50	109	51	14	13	17
Franklin	28	27	28	39	28	41	51	35	60	36	17	20	11
Gadsden	27	31	24	38	27	43	55	32	76	46	24	20	32
Hamilton	26	26	24	33	28	34	43	29	33	43	23	26	13
Hernando	24	38	22	38	26	31	45	30	95	24	16	12	27
Hillsborough	29	33	27	46	28	53	72	46	137	64	16	16	14
Holmes	28	29	26	38	23	34	35	31	82	17	44	56	40
Jackson	25	28	23	31	23	32	44	24	85	19	38	37	41
Jefferson	30	27	29	47	29	40	39	13	79	15	25	17	34
Lafayette	31	36	28	29	25	33	38	29	75	11	39	38	43
Lake	29	36	22	48	29	42	77	30	283	37	17	18	13
Lee	28	36	27	21	26	42	69	34	12	29	24	24	20
Leon	34	39	28	47	32	52	71	45	98	59	13	12	15
Levy	25	26	23	39	24	32	34	21	92	33	25	23	29
Liberty	24	25	23	31	21	35	24	22	76	19	32	29	50
Madison	25	24	24	35	25	43	32	35	88	38	32	34	22
Manatee	32	32	32	39	33	51	55	43	135	72	24	26	12
Marion	27	29	26	33	25	45	38	35	59	63	22	24	19
Monroe	27	38	25	42	31	43	110	30	128	75	8	6	20
Nassau	26	33	23	47	27	29	67	16	117	40	10	10	10
Okaloosa	25	26	23	33	28	14	11	15	18	20	42	43	28
Orange	29	30	28	32	31	56	68	49	74	70	18	21	11
Osceola	28	27	29	31	27	48	35	50	48	46	16	13	30
Palm Beach	28	32	30	31	30	68	65	69	75	64	23	23	22
Pasco	28	30	26	35	33	45	61	34	111	97	27	26	40
Pinellas	27	30	28	30	24	46	61	45	58	30	15	14	21
Polk	29	31	28	45	28	...	55	46	155	68	19	20	11
Putnam	28	25	26	39	30	41	33	32	79	53	17	20	11
St. Johns	28	34	26	39	30	96	116	39	158	71	12	11	14
St. Lucie	29	35	26	37	31	52	62	41	138	56	31	27	50
Santa Rosa	26	25	26	42	28	35	32	31	252	38	27	39	11
Seminole	30	35	26	35	29	40	35	28	80	50	14	13	15
Sumter	27	27	27	36	25	47	45	37	151	72	37	38	35
Suwannee	25	25	24	34	24	39	37	24	69	28	34	36	30
Taylor	25	24	25	39	...	34	26	32	189	...	54	53	100
Volusia	29	31	28	36	27	29	31	28	35	27	20	19	21
Wakulla	27	35	22	41	29	33	31	11	133	35	20	14	38
Walton	23	23	22	51	26	28	22	28	182	18	35	36	22
Washington	26	25	25	32	25	28	19	30	88	29	44	50	22

TABLE XII—Aggregate Days Taught by All Teachers.

1916-1917 Counties.	Total Both Races.	Whites.			Negroes.		
		Total.	Males.	Females.	Total.	Males.	Females.
In State	764,874	628,034	140,018	488,021	136,840	29,107	107,733
Alachua	25,560	20,451	3,843	16,608	5,109	1,217	3,892
Baker	4,974	4,754	1,509	3,245	220	.....	220
Bay	10,181	9,501	2,626	6,875	680	160	520
Bradford	12,639	11,139	3,941	7,198	1,500	800	700
Brevard	10,454	9,374	2,052	7,322	1,080	340	740
Broward	6,518	5,458	1,222	4,236	1,060	160	900
Calhoun	7,525	6,734	2,450	4,284	791	551	240
Citrus	6,877	6,017	1,020	4,997	860	160	700
Clay	6,662	5,162	1,440	3,722	1,500	360	1,140
Columbia	13,016	9,236	2,190	7,046	3,780	1,000	2,780
Dade	24,961	22,181	3,688	18,493	2,780	600	2,180
DeSoto	26,734	25,114	8,059	17,055	1,620	420	1,200
Duval	62,176	47,189	3,077	44,112	14,987	1,460	13,527
Escambia	32,959	26,182	3,036	23,146	6,777	1,280	5,497
Franklin	3,505	2,705	640	2,065	800	100	700
Gadsden	12,394	9,484	1,660	7,824	2,910	950	1,960
Hamilton	9,004	7,784	1,992	5,792	1,220	180	1,040
Hernando	5,628	4,578	600	3,978	1,050	270	780
Hillsborough	54,638	49,093	7,505	41,588	5,545	745	4,800
Holmes	9,921	9,481	4,920	4,561	440	200	240
Jackson	19,382	14,072	4,500	9,572	5,310	2,300	3,010
Jefferson	8,023	4,643	665	3,978	3,380	1,150	2,230
Lafayette	8,837	8,312	3,287	5,025	525	135	390
Lake	15,827	13,345	2,501	10,844	2,482	400	2,082
Lee	12,115	11,315	2,760	8,555	800	160	640
Leon	14,263	8,923	1,280	7,643	5,340	880	4,460
Levy	11,147	8,347	1,970	6,377	2,800	840	1,960
Liberty	4,358	3,718	1,353	2,365	640	320	320
Madison	11,981	9,597	3,931	5,666	2,384	646	1,738
Manatee	12,653	10,953	2,528	8,425	1,700	200	1,500
Marion	26,452	16,490	3,690	12,800	9,962	1,876	8,086
Monroe	8,838	7,038	460	6,578	1,800	360	1,440
Nassau	9,522	6,527	685	5,842	2,995	300	2,695
Okaloosa	9,144	8,584	3,783	4,801	560	160	400
Orange	18,993	14,402	2,981	11,421	4,591	580	4,011
Osceola	9,735	8,535	1,180	7,355	1,200	360	840
Palm Beach	13,794	11,536	2,717	8,819	2,258	520	1,738
Pasco	9,147	8,527	2,080	6,447	620	260	360
Pinellas	21,888	19,593	2,856	16,737	2,295	480	1,815
Polk	37,442	33,018	6,475	26,543	4,424	480	3,944
Putnam	13,910	9,352	1,720	7,632	4,558	560	3,998
St. Johns	10,625	8,210	1,000	7,210	2,415	300	2,115
St. Lucie	9,770	8,705	2,265	6,440	1,065	470	595
Santa Rosa	11,511	10,631	3,611	7,020	880	80	800
Seminole	8,974	6,080	800	5,280	2,894	480	2,414
Sumter	6,667	5,570	2,138	3,432	1,097	397	700
Suwannee	13,734	10,524	3,195	7,329	3,210	995	2,215
Taylor	8,590	8,445	4,531	3,914	145	145	.....
Volusia	25,078	19,669	3,896	15,773	5,409	1,025	4,384
Wakulla	4,519	3,139	527	2,612	1,380	520	860
Walton	11,750	10,690	3,580	7,110	1,060	440	620
Washington	9,879	7,927	3,598	4,329	1,952	335	1,617

TABLE XIII—Aggregate Salaries Paid All Teachers.

1916-1917 Counties.	Total.	To White Ma.es.	To White Females	To Negro Ma.es.	To Negro Females
In State	\$2,239,452.98	\$552,522.99	\$1,459,542.39	\$58,211.99	\$169,175.61
Alachua	68,428.12	15,628.00	46,030.25	1,909.37	4,860.50
Baker	12,389.50	5,154.25	6,980.25	.....	255.00
Bay	26,832.14	7,707.14	18,135.00	245.00	745.00
Bradford	30,123.50	12,060.00	15,758.50	1,350.00	955.00
Brevard	31,347.35	7,412.50	21,859.35	785.00	1,290.50
Broward	22,468.00	6,288.75	14,164.25	380.00	1,635.00
Calhoun	16,506.66	6,513.00	9,002.66	551.00	240.00
Citrus	18,869.00	5,305.00	12,724.00	160.00	680.00
Clay	15,355.00	4,516.00	8,264.00	840.00	1,735.00
Columbia	31,992.50	7,740.00	19,617.50	1,405.00	3,230.00
Dade	95,648.74	23,873.18	65,905.56	1,630.00	4,240.00
DeSoto	83,986.50	32,974.75	48,221.75	1,015.00	1,775.00
Duval	212,398.25	20,979.00	165,231.00	4,201.50	21,986.75
Escambia	89,480.71	12,656.80	62,577.67	3,296.50	10,949.74
Franklin	9,677.50	2,320.00	6,132.50	200.00	1,025.00
Gadsden	31,267.75	6,502.50	21,344.25	1,141.00	2,280.00
Hamilton	21,023.00	6,731.50	12,846.50	325.00	1,120.00
Hernando	15,055.00	3,050.00	10,470.00	545.00	990.00
Hillsborough	178,116.65	36,290.00	129,881.25	2,315.00	9,630.00
Holmes	21,315.85	11,925.00	8,880.85	260.00	250.00
Jackson	52,164.37	17,653.00	27,310.50	3,296.87	3,904.00
Jefferson	14,596.25	2,703.75	8,837.50	1,172.50	1,882.50
Lafayette	23,559.87	9,734.12	12,940.75	252.50	632.50
Lake	45,578.84	11,201.00	30,369.24	780.00	3,228.60
Lee	42,561.25	4,440.00	36,761.25	400.00	960.00
Leon	33,229.00	5,900.00	18,994.00	1,820.00	6,515.00
Levy	26,833.02	5,970.00	16,741.00	1,405.00	2,717.02
Liberty	8,008.50	2,927.50	4,371.00	410.00	300.00
Madison	26,055.50	10,558.25	12,863.00	762.50	1,871.75
Manatee	56,673.50	15,399.25	37,949.25	550.00	2,775.00
Marion	64,842.00	14,940.00	34,984.75	3,620.75	11,296.50
Monroe	24,920.00	2,875.00	18,130.00	1,170.00	2,745.00
Nassau	20,695.55	2,892.25	12,774.55	1,050.00	3,978.75
Ocala	20,196.85	8,952.00	10,454.85	220.00	570.00
Orange	63,387.00	14,892.25	39,526.75	1,515.00	7,453.00
Osceola	30,122.50	5,940.00	21,902.50	810.00	1,470.00
Palm Beach	51,802.50	15,128.00	31,528.50	1,630.00	3,516.00
Pasco	26,558.25	8,192.50	17,339.50	476.25	550.00
Pinellas	87,041.25	20,741.25	60,955.00	1,560.00	3,785.00
Polk	122,039.13	29,781.25	82,794.88	1,650.00	7,813.00
Putnam	35,261.75	7,830.00	19,988.75	1,312.50	6,180.50
St. Johns	27,540.00	3,580.00	19,955.00	660.00	3,345.00
St. Lucie	31,590.75	8,583.00	20,872.75	1,022.50	1,112.50
Santa Rosa	29,166.25	10,666.50	17,259.75	160.00	1,080.00
Seminole	28,101.25	4,403.75	17,655.00	1,160.00	4,882.50
Sumter	17,549.00	7,965.00	8,127.75	636.25	820.00
Suwannee	30,271.25	9,218.25	16,880.50	1,383.75	2,788.75
Taylor	23,437.88	13,235.50	9,948.63	253.75	.....
Volusia	85,143.25	19,353.00	55,279.50	2,789.75	7,712.00
Wakulla	7,750.25	1,491.00	4,689.25	620.00	950.00
Walton	30,809.50	11,248.75	18,195.75	610.00	755.00
Washington	19,885.00	8,500.50	9,132.50	488.75	1,763.25

TABLE XIV—Average Monthly Salaries Paid Teachers.

1916.1917. Counties.	All	Whites.		Negroes.	
		Male.	Female.	Male.	Female.
In State	\$58.58	\$78.86	\$59.81	\$40.00	\$31.40
Alachua	53.54	81.33	55.43	30.38	24.97
Baker	49.82	68.31	43.33	.....	23.18
Bay	50.42	59.00	53.00	27.50	26.75
Bradford	44.17	61.20	47.63	33.75	27.28
Brevard	59.53	77.95	59.54	46.18	34.88
Broward	68.94	102.92	66.87	47.50	36.33
Calhoun	43.48	53.17	42.04	20.00	20.00
Citrus	54.87	104.02	59.26	20.00	19.42
Clay	46.09	62.72	44.40	46.66	30.43
Columbia	46.37	70.68	50.13	28.10	23.23
Dade	76.64	129.61	71.26	54.33	38.89
DeSoto	62.83	81.83	56.54	48.33	29.58
Duval	68.32	136.36	74.91	57.55	32.57
Escambia	54.36	83.38	58.39	51.51	39.84
Franklin	55.22	72.54	56.65	40.00	29.28
Gadsden	50.05	78.84	53.92	24.01	23.26
Hamilton	46.56	67.58	44.36	36.11	21.53
Hernando	53.50	101.66	50.51	40.37	28.46
Hillsborough	65.70	98.81	62.63	62.15	40.12
Holmes	42.94	48.48	38.88	26.00	20.83
Jackson	53.68	65.12	46.61	23.94	19.29
Jefferson	36.38	67.17	46.11	20.39	16.88
Lafayette	52.94	59.22	51.50	37.40	32.43
Lake	57.59	89.58	58.02	39.00	31.01
Lee	70.26	93.22	66.25	50.00	30.00
Leon	46.57	92.18	49.70	41.36	29.21
Levy	48.14	60.61	52.49	33.45	27.67
Liberty	36.86	43.27	36.96	25.62	18.75
Madison	43.99	53.72	45.23	23.60	21.47
Manatee	55.33	81.57	59.18	55.00	37.00
Marion	53.07	80.90	54.87	38.60	27.94
Monroe	56.39	125.00	49.41	65.00	38.12
Nassau	43.46	84.44	43.73	70.00	29.52
Okaloosa	42.28	47.33	44.01	27.50	28.50
Orange	66.74	99.91	69.01	52.24	37.16
Osceola	61.88	100.68	59.56	45.00	35.00
Palm Beach	75.18	111.35	71.50	62.69	40.45
Pasco	58.06	80.21	53.79	32.69	25.00
Pinellas	78.00	145.00	72.65	65.00	41.66
Polk	64.66	91.94	61.68	55.00	40.82
Putnam	48.07	76.25	52.80	46.87	31.10
St. Johns	51.74	71.60	55.35	44.00	31.63
St. Lucie	64.67	75.78	64.82	43.55	37.39
Santa Rosa	56.75	59.09	49.13	40.00	27.00
Seminole	62.62	119.84	65.39	57.08	38.71
Sumter	52.49	74.04	47.36	32.00	23.43
Suwannee	44.09	57.70	48.06	27.81	25.18
Taylor	54.57	58.42	50.84	35.00	.....
Volusia	67.90	99.35	70.15	54.60	35.18
Wakulla	34.30	56.58	35.90	23.84	22.09
Walton	51.43	62.87	51.18	27.72	24.35
Washington	40.25	47.25	43.81	29.18	21.80

TABLE XV—Highest and Lowest Monthly Salaries Paid Teachers.

1916-1917 Counties	Highest.				Lowest.			
	To White.		To Negro.		To White.		To Negro.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	\$400.00	\$168.66	\$100	\$60.00	\$25.00	\$17.50	\$15	\$10
Alachua	200.00	100.00	50	30.00	40.00	30.00	20	20
Baker	125.00	75.00	...	25.00	30.00	30.00	...	20
Bay	110.00	110.00	30	30.00	35.00	30.00	25	25
Bradford	125.00	75.00	50	40.00	35.00	20.00	20	20
Brevard	140.00	70.00	50	35.00	50.00	45.00	40	30
Broward	175.00	90.00	50	40.00	75.00	50.00	40	35
Calhoun	100.00	75.00	20	20.00	25.00	17.50	20	20
Citrus	150.00	75.00	20	20.00	75.00	30.00	20	15
Clay	125.00	60.00	60	40.00	35.00	35.00	30	30
Columbia	175.00	75.00	55	35.00	40.00	35.00	20	20
Dade	388.88	125.00	75	50.00	75.00	30.00	45	30
DeSoto	200.00	125.00	55	35.00	40.00	40.00	40	25
Duval	300.00	168.66	90	50.00	45.00	20.00	35	30
Escambia	200.00	125.00	85	45.00	40.00	30.00	35	30
Franklin	125.00	135.00	40	25.00	50.00	30.00	40	25
Gadsden	225.00	90.00	35	25.00	40.00	35.00	20	22
Hamilton	225.00	125.00	40	20.00	40.00	40.00	25	20
Hernando	150.00	75.00	50	30.00	55.00	40.00	33	15
Hillsborough	262.50	137.50	75	60.00	40.00	40.00	50	35
Holmes	125.00	65.00	30	22.50	30.00	30.00	20	20
Jackson	150.00	75.00	30	25.00	30.00	30.00	17	17
Jefferson	100.00	65.00	35	22.50	40.00	20.00	15	15
Lafayette	150.00	85.00	40	35.00	40.00	40.00	30	35
Lake	150.00	80.00	50	30.00	45.00	40.00	30	25
Lee	200.00	90.00	50	30.00	50.00	25.00	50	30
Leon	225.00	85.00	75	35.00	35.00	35.00	25	25
Levy	100.00	100.00	40	35.00	40.00	30.00	20	20
Liberty	90.00	45.00	30	25.00	30.00	30.00	20	10
Madison	100.00	75.00	35	35.00	40.00	40.00	20	20
Manatee	175.00	100.00	70	40.00	50.00	40.00	40	35
Marion	225.00	110.00	100	40.00	40.00	40.00	25	25
Monroe	150.00	90.00	85	50.00	100.00	40.00	45	30
Nassau	150.00	60.00	100	40.00	35.00	35.00	40	20
Okaloosa	100.00	70.00	30	37.50	30.00	35.00	25	25
Orange	175.00	95.00	85	45.00	60.00	60.00	35	30
Osceola	225.00	100.00	55	35.00	40.00	40.00	35	35
Palm Beach	250.00	110.00	75	50.00	50.00	50.00	40	40
Pasco	150.00	75.00	35	25.00	35.00	25.00	25	25
Pinellas	400.00	150.00	90	50.00	55.00	55.00	50	30
Polk	235.00	125.00	70	50.00	40.00	40.00	40	35
Putnam	200.00	95.00	75	40.00	40.00	40.00	35	25
St Johns	150.00	125.00	65	50.00	40.00	40.00	20	20
St. Lucie	125.00	150.00	50	40.00	50.00	50.00	40	30
Santa Rosa	140.00	90.00	40	30.00	40.00	40.00	40	25
Seminole	225.00	100.00	100	50.00	75.00	50.00	35	25
Sumter	125.00	60.00	35	30.00	40.00	30.00	25	20
Suwannee	175.00	80.00	50	20.00	35.00	35.00	20	20
Taylor	175.00	65.00	35	...	35.00	35.00	35	...
Volusia	225.00	125.00	75	40.00	60.00	50.00	35	35
Wakulla	75.00	45.00	30	26.00	41.87	30.00	20	20
Walton	187.50	125.00	40	25.00	30.00	30.00	25	20
Washington	150.00	75.00	30	30.00	30.00	30.00	25	20

TABLE XVI—State School Taxation in 1916.
PART I—One Mill Tax.

1916-1917 Counties.	One Mill Tax.			
	Property Assessed.	Assessed.	Apportion- ment.	Per Cent. Returned.
In State	\$304,944,175	\$299,943.98	\$824,796.50	180
Alachua	7,521,788	7,521.78	12,847.50	171
Baker	1,718,601	1,718.60	1,923.75	111
Bay	2,956,272	2,956.27	3,964.50	134
Bradford	3,029,071	3,029.07	6,754.50	223
Brevard	4,470,961	4,470.96	3,055.50	68
Broward	3,542,164	3,542.16	1,892.25	53
Calhoun	1,907,805	1,907.80	2,997.00	152
Citrus	2,774,361	2,774.36	2,148.75	77
Clay	2,072,754	2,072.75	2,259.00	109
Columbia	3,345,164	3,345.16	7,112.25	213
Dade	11,502,240	11,502.24	7,344.00	64
DeSoto	8,550,993	8,550.99	9,515.25	111
Duval	42,337,697	42,337.69	23,958.00	57
Escambia	13,858,615	13,858.61	14,055.75	101
Franklin	1,656,913	1,656.91	1,392.75	84
Gadsden	2,664,457	2,664.45	8,876.25	333
Hamilton	2,645,228	2,645.22	4,448.25	168
Hernando	1,807,372	1,807.37	2,079.00	115
Hillsborough	23,572,025	23,572.02	26,516.25	112
Holmes	1,692,495	1,692.49	5,454.00	322
Jackson	4,352,721	4,352.72	15,050.25	346
Jefferson	2,395,268	2,395.26	6,558.75	274
Lafayette	2,927,587	2,927.58	2,538.00	86
Lake	5,733,092	5,733.09	4,844.25	84
Lee	7,109,808	7,109.80	3,339.00	47
Leon	3,750,000	3,750.00	7,150.50	191
Levy	3,676,054	3,676.05	4,248.00	116
Liberty	1,329,956	1,329.99	1,613.25	121
Madison	3,416,612	3,416.61	8,106.75	237
Manatee	7,263,077	7,263.07	5,863.50	81
Marion	7,143,227	7,143.22	11,209.50	157
Monroe	3,915,187	3,915.18	3,836.25	98
Nassau	3,179,068	3,179.06	4,020.75	127
Okaloosa	2,375,288	2,375.28	3,636.00	127
Orange	7,229,760	7,229.76	5,928.75	82
Okaloosa	2,375,288	2,375.28	3,636.00	153
Palm Beach	6,918,710	6,918.71	3,899.25	56
Pasco	3,728,058	3,728.05	3,462.75	93
Pinellas	8,880,582	8,880.58	7,319.25	82
Polk	15,267,639	15,267.63	13,851.00	81
Putnam	5,062,444	5,062.44	5,391.00	106
St. Johns	10,174,377	5,174.37	4,583.25	89
St. Lucie	5,629,544	5,629.54	3,703.25	62
Santa Rosa	3,341,221	3,341.22	5,107.50	153
Seminole	4,034,520	4,034.52	3,966.75	98
Sumter	2,637,997	2,637.99	3,489.75	132
Suwannee	3,298,208	3,298.20	8,277.75	250
Taylor	4,003,974	4,003.97	2,773.75	69
Volusia	10,076,116	10,076.11	7,458.75	68
Wakulla	887,220	887.22	2,126.25	240
Walton	2,837,453	2,837.45	5,094.00	180
Washington	1,960,806	1,960.80	5,076.00	230

TABLE XVI—County Taxation for Schools in 1916.
PART II—Assessment and Collection of 1916; Delinquent Taxes Paid.

1916-1917 Counties.	No. of Mills Levied.	Assessed.	Collected.	Per Cent. Collected.	Delinquent Taxes Paid.	Total.
In State .....	....	\$2,118,449.00	\$1,771,034.50	83	\$651,906.27	\$2,422,940.77
Alachua	7	52,652.51	48,359.54	92	19,956.00	68,315.54
Baker	7	12,030.20	11,334.43	94	4,414.62	15,749.05
Bay	5	14,781.36	12,899.26	87	10,512.87	23,412.13
Bradford	7	21,182.92	19,182.00	91	6,049.22	25,231.22
Brevard	7	31,296.72	29,728.61	95	1,384.83	31,113.44
Broward	7	24,795.14	18,344.21	74	4,225.92	22,570.13
Calhoun	7	13,346.61	10,298.57	77	4,290.99	14,589.56
Clay	7	14,509.21	13,864.42	95	3,718.82	17,583.24
Clay	7	14,509.21	13,864.41	95	3,718.82	17,583.24
Columbia	7	23,441.87	1,002.94	90	10,684.48	31,687.42
Dade	7	80,515.68	73,864.66	92	21,741.93	95,606.59
DeSoto	7	59,856.95	46,121.36	77	33,579.11	79,700.47
Duval	7	296,363.90	225,295.44	76	115,168.13	340,463.57
Escambia	7	97,010.05	73,205.55	75	49,911.01	123,116.56
Franklin	7	11,598.89	7,349.21	63	7,534.30	14,883.51
Gadsden	7	18,651.20	16,471.20	88	4,211.33	20,682.53
Hamilton	7	18,516.59	15,460.84	83	5,430.45	20,891.29
Hernando	7	1,651.60	11,713.86	93	1,135.34	12,849.20
Hillsborough	7	165,004.17	143,887.21	87	73,735.58	217,622.79
Holmes	7	11,847.46	11,479.68	97	2,290.75	13,770.43
Jackson	7	30,469.05	26,055.27	85	19,950.27	46,005.92
Jefferson	7	16,766.87	14,081.12	84	3,863.02	17,944.14
Lafayette	7	20,493.10	19,791.44	96	2,415.43	22,206.87
Lake	7	40,131.64	38,701.78	96	4,057.45	42,759.23
Lee	5½	39,103.94	39,038.40	91	693.58	39,731.98
Leon	7	26,250.00	24,169.17	92	11,818.25	35,987.42
Levy	7	25,732.50	22,555.55	88	4,920.18	27,475.73
Liberty	7	9,309.94	4,894.19	52	2,805.58	7,699.77
Madison	7	23,916.28	20,243.91	85	7,969.46	28,213.37
Manatee	7	50,841.60	40,940.94	81	40,494.22	81,434.26
Marion	7	50,002.59	44,351.49	88	4,818.36	49,169.85
Monroe	7	30,406.30	29,257.87	96	659.40	29,917.27
Nassau	7	22,253.47	14,000.00	63	11,707.43	25,707.43
Okaloosa	7	16,627.01	14,511.40	87	3,310.80	17,822.20
Orange	7	50,608.32	49,184.78	97	2,316.48	51,501.26
Osceola	7	41,170.74	37,328.19	91	9,849.46	47,177.65
Palm Beach	7	48,430.97	45,338.05	94	2,039.62	47,377.67
Pasco	7	26,096.40	21,097.27	81	5,700.09	26,797.36
Pinellas	7	62,164.07	50,829.49	82	27,244.35	78,073.84
Polk	7	106,873.47	92,145.76	86	26,537.77	118,683.53
Putnam	5½	27,843.44	25,337.44	91	5,265.96	30,603.40
St. Johns	7	36,220.63	35,097.75	97	5,263.53	40,361.28
St. Lucie	7	39,406.80	38,338.11	97	856.11	39,194.22
Santra Rosa	7	23,388.58	19,868.01	85	14,456.18	34,324.19
Seminole	7	28,241.64	25,390.99	89	2,527.44	27,918.43
Sumter	7	18,465.97	16,042.24	87	3,886.74	19,928.98
Suwannee	7	23,087.45	13,395.51	58	4,008.72	17,404.03
Taylor	7	28,027.81	18,013.52	51	10,741.41	28,754.93
Volusia	7	76,832.81	71,100.96	93	7,545.35	78,646.31
Wakulla	7	6,224.11	2,373.91	38	5,432.67	7,806.58
Walton	7	10,862.17	18,309.82	92	7,311.66	25,621.48
Washington	7	13,726.27	10,704.87	79	7,233.52	17,937.89

TABLE XVI—PART III—Poll Taxes of 1916 and Delinquent Taxes Paid.

1916-1917 Counties.	Assessed.	Collected.	Delinquent Polls Paid.	Total.
In State	\$81,068	\$49,674	\$10,226	\$59,900
Alachua	2,122	2,286	897	2,683
Baker	590	353	99	452
Bay	1,118	830	139	969
Bradford	1,210	1,205	.....	1,205
Brevard	1,805	839	38	877
Broward	1,216	273	943	1,216
Calhoun	1,146	563	12	575
Citrus	461	387	.....	387
Clay	781	539	40	579
Columbia	1,588	817	.....	817
Dade	3,760	2,080	761	2,841
DeSoto	1,065	676	269	945
Duval	6,396	583	888	1,471
Escambia	5,632	983	344	1,327
Franklin	739	484	232	716
Gadsden	1,575	1,308	43	1,351
Hamilton	1,165	628	30	658
Hernando	1,019	287	20	307
Hillsborough	4,957	2,137	608	2,745
Holmes	1,612	841	23	864
Jackson	5,259	3,500	.....	3,500
Jefferson	526	526	60	586
Lafayette	1,013	702	28	730
Lake	1,254	1,132	35	1,167
Lee	646	490	.....	490
Leon	1,323	1,106	89	1,195
Levy	652	657	105	762
Liberty	528	164	28	192
Madison	1,828	1,036	67	1,103
Manatee	1,443	714	215	929
Marion	2,802	1,940	202	2,142
Monroe	900	2,078	.....	2,078
Nassau	504	71	65	136
Okaloosa	1,035	1,273	281	1,554
Orange	528	842	459	1,301
Osceola	457	533	27	560
Palm Beach	525	626	115	741
Pasco	719	396	6	402
Pine'las	1,166	2,261	360	2,621
Polk	5,000	1,861	249	2,110
Putnam	976	1,074	8	1,082
St. Johns	157	157	560	717
St. Lucie	505	359	.....	359
Santa Rosa	1,374	644	76	720
Seminole	1,095	1,212	56	1,268
Sumter	754	900	.....	900
Suwannee	1,956	1,023	118	1,141
Taylor	774	218	.....	218
Volusia	1,732	1,732	828	2,560
Wakulla	874	37	365	402
Walton	1,614	737	260	997
Washington	1,192	1,574	678	2,252

TABLE XVI—PART IV—District Taxes of 1916.

1916-1917 Counties.	Assessed.	Collected.	Per Cent. Collected.	Delinquent	Total.
In State	\$959,548.69	\$789,531.89	82	\$268,528.71	\$1,058,060.60
Alachua	27,663.32	23,543.51	85	11,342.77	34,886.28
Baker	3,970.83	3,710.02	93	1,436.00	5,146.02
Bay	10,533.00	7,907.57	75	5,795.40	13,702.97
Bradford	8,187.15	8,047.80	98	2,189.23	10,237.03
Brevard	24,862.50	22,816.61	92	496.09	23,312.70
Broward	9,386.20	8,231.45	88	2,315.10	10,546.55
Calhoun	7,262.03	5,291.70	73	1,930.65	7,222.35
Citrus	7,904.16	7,465.56	94	2,037.26	9,502.82
Clay	6,038.63	5,790.54	96	1,373.60	7,164.14
Columbia	5,053.13	4,588.43	91	838.35	5,426.78
Dade	59,444.15	51,353.13	86	16,729.54	68,082.67
DeSoto	43,954.96	39,033.62	89	22,383.33	61,416.95
Duval	38,601.20	33,196.20	86	37,461.86	76,658.06
Escambia	6,798.00	5,120.11	75	1,584.95	6,705.06
Franklin	4,354.62	2,807.00	64	2,810.36	5,617.36
Gadsden	6,278.64	5,712.32	91	1,336.42	7,048.74
Hamilton	3,268.28	2,749.31	84	1,291.50	4,040.81
Hernando	6,686.36	6,034.07	90	478.56	6,512.63
Hillsborough	143,557.62	121,623.87	81	54,985.65	176,609.52
Holmes	5,970.14	3,485.66	58	1,001.94	4,487.60
Jefferson	3,041.92	2,554.81	84	546.95	3,101.76
Jackson	16,499.05	13,530.30	82	2,969.31	16,499.61
Lafayette	7,246.00	7,098.89	98	668.56	7,767.45
Lake	15,667.96	15,289.51	97	1,818.35	17,107.86
Lee	27,862.63	24,245.01	87	.....	24,245.01
Leon	5,897.76	5,355.31	91	3,946.14	9,301.45
Levy	13,156.22	11,388.88	87	1,127.82	12,516.70
Liberty	371.20	199.91	74	376.91	576.82
Madison	2,167.81	1,977.65	91	785.83	2,763.48
Maratee	20,624.97	17,436.19	85	4,906.10	22,342.29
Marion	33,116.97	27,546.64	83	4,865.67	32,412.31
Monroe	No Special School Tax Districts.				
Nassau	3,227.37	1,766.52	55	2,545.70	4,312.22
Okaloosa	1,769.28	1,223.36	70	413.14	1,636.50
Orange	36,328.08	34,587.86	95	980.29	35,568.15
Osceola	8,094.98	6,243.08	69	3,940.48	10,183.56
Palm Beach	41,880.95	38,394.73	92	1,622.78	40,017.51
Pasco	10,859.01	8,793.23	81	2,211.49	11,004.72
Pinellas	46,669.29	36,080.19	78	19,786.00	55,866.19
Polk	72,131.58	59,020.29	82	16,936.69	75,956.98
Putnam	15,728.62	13,932.56	89	7.48	13,940.04
St. Johns	805.21	732.21	91	302.08	1,034.29
St. Lucie	21,436.62	20,527.02	95	393.87	20,920.89
Santa Rosa	3,333.69	2,833.69	85	4,657.62	7,491.31
Seminole	17,844.92	9,768.37	55	900.85	10,669.22
Sumter	10,532.65	8,756.86	83	1,772.37	10,529.23
Suwannee	12,110.53	10,535.53	87	3,067.52	13,603.05
Taylor	11,493.01	7,126.44	62	2,589.11	9,715.55
Volusia	57,890.94	24,551.75	42	7,575.89	32,127.64
Wakulla	2,154.00	765.13	35	2,780.57	3,545.70
Walton	5,195.00	5,123.98	98	1,867.17	6,991.15
Washington	4,671.46	3,637.53	78	2,347.41	5,984.94

TABLE XVII—School Fund Receipts of 1916.
PART I—Their Sources.

1916-1917 Counties:	Total Re- sources Ex- cept Borrowed Money.	1 Cash From Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
In State	\$7,758,212.52	\$1,225,792.07	\$2,422,940.77	\$59,900	\$1,058,060.60
Alachua	218,418.03	34,307.03	68,315.54	2,683	34,886.28
Baker	33,243.69	2,267.54	15,749.05	452	5,146.02
Bay	65,248.96	19,003.67	23,412.13	969	13,702.97
Bradford	86,383.51	2,811.09	25,231.22	1,205	10,237.03
Brevard	246,532.63	57,027.73	31,113.44	877	23,312.70
Broward	102,038.09	25,085.03	22,570.13	1,216	10,546.55
Calhoun	65,885.69	14,063.43	14,589.56	575	7,222.35
Citrus	61,422.14	603.50	22,913.63	387	9,502.82
Clay	35,391.28	917.55	17,583.24	579	7,164.14
Columbia	82,973.88	7,038.28	31,687.42	817	5,426.78
Dade	257,261.66	33,583.99	96,606.59	2,841	68,082.67
DeSoto	333,376.59	54,351.18	79,700.47	945	61,416.95
Duval	1,443,232.46	440,261.63	340,463.57	1,471	70,658.06
Escambia	211,737.30	10,058.05	123,116.56	1,327	6,705.06
Franklin	61,523.36	3,082.84	14,883.51	716	5,617.36
Gadsden	67,333.83	7,552.45	20,682.53	1,851	7,048.74
Hamilton	34,476.76	3,130.39	20,891.29	858	4,040.81
Hernando	31,610.58	5,186.44	12,849.20	307	6,512.63
Hillsborough	608,412.10	42,403.03	217,622.79	2,745	176,609.52
Holmes	74,866.30	11,133.22	13,770.43	864	4,487.60
Jackson	111,446.04	2,049.11	46,005.82	3,500	16,499.61
Jefferson	57,245.44	6,405.34	17,944.14	586	3,101.76
Lafayette	63,860.84	12,796.53	22,206.87	730	7,767.45
Lake	86,119.28	17,697.88	42,759.23	1,167	17,107.86
Lee	158,614.21	15,307.32	39,731.98	490	24,245.01
Leon	88,893.79	4,742.32	35,987.42	1,195	9,301.45
Levy	91,787.82	9,412.31	27,473.73	762	12,516.70
Liberty	25,340.75	6,748.26	7,699.77	192	576.82
Madison	60,515.37	3,345.08	28,213.37	1,103	2,763.48
Manatee	212,635.88	10,508.35	81,434.26	929	22,342.29
Marion	155,803.47	29,996.31	49,169.85	1,142	32,412.31
Monroe	89,470.68	8,068.07	29,917.27	2,078	.....
Nassau	68,574.75	71.89	25,707.43	136	4,312.22
Okaloosa	45,748.57	6,745.49	17,822.20	1,554	1,636.50
Orange	131,613.52	29,101.59	51,501.26	1,301	35,568.15
Osceola	79,408.15	6,813.75	47,177.65	560	10,183.56
Palm Beach	213,972.40	37,844.36	47,377.67	741	40,017.51
Pasco	68,465.38	6,171.66	26,797.36	402	11,004.72
Pinellas	444,944.86	47,106.72	78,073.84	2,621	55,866.19
Polk	374,194.29	55,327.76	118,683.53	2,110	75,956.98
Putnam	64,631.66	11,329.21	30,603.40	1,082	13,940.04
St. Johns	51,266.11	1,087.11	40,361.28	717	1,034.29
St. Lucie	140,821.43	55,156.78	39,194.22	359	20,920.89
Santa Rosa	83,017.71	3,625.36	34,324.19	720	7,491.31
Seminole	113,711.25	1,550.48	27,918.43	1,268	10,669.22
Sumter	50,656.07	11,434.19	19,928.98	900	10,529.23
Suwannee	67,085.55	5,756.18	17,404.03	1,141	13,603.05
Taylor	80,045.39	5,547.45	28,754.93	218	9,715.55
Volusia	220,808.87	26,921.78	78,646.31	2,560	32,127.64
Wakulla	17,214.03	226.25	7,806.58	402	3,545.70
Walton	65,952.27	3,577.74	25,621.48	997	6,991.15
Washington	52,977.77	9,451.67	17,937.89	2,252	5,384.04

TABLE XVII—School Fund Receipts of 1916.
PART II—Their Sources.

1916-1917 Counties.	From State Apportionment.		7 From Tuition Non Resident Pupils.	8 From Exam- ination Fees.
	5 Interest Fund.	6 One Mill Tax.		
In State	\$64,988.55	\$324,796.50	\$1,669.35	\$3,429.00
Alachua	2,569.50	12,847.50	464.94	137.00
Baker	414.00	1,923.75	.....	26.00
Bay	792.90	3,964.50	.....	65.00
Bradford	1,350.90	6,754.50	.....	40.00
Brevard	611.10	3,055.50	46.00	39.00
Broward	378.45	1,892.25	.....	23.00
Calhoun	599.40	2,997.00	.....	48.00
Citrus	429.75	2,148.75	.....	.....
Clay	451.80	2,259.00	.....	53.00
Columbia	1,422.45	7,112.25	.....	105.00
Dade	1,468.80	7,344.00	.....	65.00
DeSoto	1,903.05	9,515.25	116.16	81.00
Duval	4,791.60	23,958.00	.....	134.00
Escambia	2,811.15	14,055.75	17.00	210.00
Franklin	278.55	1,392.75	.....	26.00
Gadsden	1,775.25	8,876.25	.....	68.00
Hamilton	889.05	4,448.25	268.00	42.00
Hernando	415.80	2,079.00	.....	22.00
Hillsborough	5,303.25	26,516.25	.....	233.00
Holmes	1,090.80	5,454.00	.....	66.00
Jackson	3,010.05	15,050.25	10.00	104.00
Jefferson	1,311.75	6,558.75	.....	72.00
Lafayette	507.60	2,538.00	.....	4.00
Lake	968.85	4,844.25	289.96	53.00
Lee	667.80	3,339.00	.....	28.00
Leon	1,430.10	7,150.50	.....	94.00
Levy	849.60	4,248.00	.....	55.00
Liberty	322.65	1,613.25	.....	3.00
Madison	1,621.35	8,106.75	19.50	141.00
Manatee	1,172.70	5,863.50	.....	96.00
Marion	2,241.90	11,209.50	80.00	91.00
Monroe	767.25	3,836.25	.....	10.00
Nassau	804.15	4,020.75	.....	29.00
Okaloosa	727.20	3,636.00	.....	74.00
Orange	1,185.75	5,928.75	56.00	78.00
Osceola	574.65	2,873.25	.....	26.00
Palm Beach	779.85	3,299.25	20.00	24.00
Pasco	692.55	3,462.75	39.50	121.00
Pinellas	1,463.85	7,319.25	.....	89.00
Polk	2,770.20	13,851.00	.....	107.00
Putnam	1,078.20	5,391.00	150.75	60.00
St. Johns	916.65	4,583.25	5.75	18.00
St. Lucie	700.65	3,503.25	85.79	23.00
Palm Beach	779.85	3,899.25	20.00	24.00
Seminole	793.35	3,966.75	.....	85.00
Sumter	697.95	3,489.75	.....	73.00
Suwannee	1,655.55	8,277.75	.....	138.00
Taylor	555.75	2,778.75	.....	30.00
Volusia	1,491.75	7,458.75	.....	24.00
Wakulla	425.25	2,126.25	.....	24.00
Walton	1,018.80	5,094.00	.....	81.00
Washington	1,015.20	5,076.00	.....	86.00

TABLE XVII—School Fund Receipts of 1916.
PART III—Their Sources.

1916-1917 Counties.	9 From Loans.	10 From Sale of Bonds.	11 From Other Sources.
In State	\$1,017,394.28	\$1,194,880.36	\$384,361.04
Alachua	27,540.41	30,430.50	4,236.33
Baker	7,170.00	.....	95.33
Bay	1,919.26	.....	1,419.53
Bradford	25,291.95	13,078.62	383.20
Brevard	22,041.12	89,950.68	18,458.36
Broward .....	.....	21,825.00	18,501.68
Calhoun	10,000.00	15,194.79	596.16
Citrus	20,550.00	.....	4,886.69
Clay	4,000.00	.....	2,383.55
Columbia	25,700.00	.....	3,666.70
Dade	30,456.20	12,827.57	4,985.84
DeSoto	39,250.00	65,509.60	20,587.93
Duval .....	.....	532,943.50	28,551.10
Escambia	33,751.67	965.91	18,719.15
Franklin .....	.....	35,275.00	251.35
Gadsden	19,300.00	.....	679.61
Hamilton .....	.....	.....	108.37
Hernando	3,800.00	.....	438.51
Hillsborough	116,077.00	.....	20,902.26
Holmes	3,075.00	19,900.00	15,025.25
Jackson	24,500.00	.....	717.20
Jefferson	20,250.00	1,016.00	.....
Lafayette	16,900.82	.....	409.57
Lake .....	.....	.....	1,231.25
Lee	72,000.00	.....	2,805.10
Leon	22,550.00	.....	6,443.00
Levy	16,824.27	9,982.20	9,662.01
Liberty	8,000.00	.....	185.00
Madison	14,496.49	.....	705.35
Manatee	69,054.16	18,122.38	3,113.24
Marion	10,729.60	2,433.68	15,297.32
Monroe .....	.....	.....	44,793.84
Nassau	33,443.66	.....	49.65
Okaloosa	13,000.00	.....	553.18
Orange	3,578.00	.....	3,315.02
Osceola	10,000.00	.....	1,199.29
Palm Beach	5,000.00	58,702.17	19,566.59
Pasco	3,520.00	10,648.33	5,605.51
Pinellas	38,300.00	191,926.60	22,228.41
Polk	39,894.85	60,961.83	4,531.14
Putnam .....	.....	.....	997.06
St. Johns .....	.....	.....	2,542.78
St. Lucie	17,370.37	.....	3,507.48
Santa Rosa	24,900.00	.....	5,770.85
Seminole	22,500.00	.....	44,960.02
Sumter .....	.....	3,186.00	416.97
Suwannee	16,437.47	.....	2,672.52
Taylor	31,898.89	.....	546.07
Volusia	60,371.59	.....	11,207.05
Wakulla	2,200.00	.....	458.00
Walton	19,000.00	.....	3,571.10
Washington	10,751.50	.....	422.57

TABLE XVIII—Summary of Expenditures of Public School Funds.

1916-1917 Counties.	Total War- rants Drawn.	For Additions to Property and Equip- ment.	For Schools Proper.	For Adminis- tration.	For Borrowed Money.
In State	\$6,358,792.48	\$1,613,957.34	\$2,687,931.35	\$980,916.76	\$1,075,987.08
Alachua	146,995.73	11,547.39	76,567.59	19,803.06	39,077.69
Baker	28,548.54	1,052.81	14,697.60	2,557.76	10,240.37
Bay	49,624.65	3,820.67	29,612.93	15,534.29	656.76
Bradford	64,616.52	1,606.61	32,916.16	5,853.04	24,240.71
Brevard	218,076.93	122,839.63	36,669.71	58,567.59	.....
Broward	71,685.01	1,428.86	31,230.21	22,089.94	16,936.00
Calhoun	63,525.11	14,747.68	17,175.57	6,601.83	25,000.03
Citrus	56,447.88	877.40	29,616.70	5,403.78	20,550.00
Clay	27,206.67	1,404.65	17,160.40	4,641.62	4,000.00
Columbia	68,191.10	5,279.92	33,795.23	4,865.49	24,250.46
Dade	254,595.21	79,968.92	126,310.37	27,415.92	20,900.00
DeSoto	191,687.46	45,874.05	101,291.42	44,521.99	.....
Duval	974,093.56	620,079.84	281,013.56	73,000.16	.....
Escambia	195,916.10	27,072.92	116,262.26	17,580.92	35,000.00
Franklin	52,462.41	1,605.16	11,417.47	4,164.78	35,275.00
Gadsden	60,083.35	3,558.24	34,596.79	2,628.32	19,300.00
Hamilton	27,875.37	1,908.60	22,561.86	3,404.91	.....
Hernando	28,147.81	600.57	17,450.98	6,296.26	3,800.00
Hillsborough ..	421,947.46	10,859.00	214,241.88	86,846.58	110,000.00
Holmes	59,513.54	23,193.35	22,422.91	5,572.28	8,325.00
Jackson	63,358.77	2,486.75	55,731.56	5,140.46	.....
Jefferson	63,500.15	5.00	17,196.42	13,098.73	33,200.00
Lafayette	49,798.02	6,539.02	27,531.95	15,727.05	.....
Lake	63,947.45	4,411.93	51,886.29	7,649.23	.....
Lee	145,705.58	11,938.74	57,448.40	8,918.44	67,400.00
Leon	72,843.86	2,010.33	38,578.33	5,505.20	26,750.00
Levy	64,844.67	8,362.54	28,988.56	10,293.44	17,200.13
Liberty	19,018.30	671.59	8,143.52	2,203.19	8,000.00
Madison	52,418.17	2,186.34	29,962.33	8,264.50	12,000.00
Manatee	184,250.81	12,387.21	64,335.13	24,647.22	82,881.25
Marion	112,732.15	1,177.31	69,385.19	31,399.76	10,769.89
Monroe	39,155.74	720.73	28,436.88	9,998.13	.....
Nassau	57,881.72	818.34	22,237.87	3,241.79	31,583.72
Okaloosa	45,563.06	2,312.57	21,368.77	8,881.72	13,000.00
Orange	133,185.95	40,146.68	81,222.59	9,008.16	2,808.52
Osceola	55,021.89	4,177.50	34,130.02	6,714.37	10,000.00
Palm Beach ..	199,782.53	36,183.72	71,130.91	23,367.90	69,100.00
Pasco	57,878.84	7,944.32	30,462.95	8,360.59	11,110.98
Pinellas	420,171.39	50,498.81	115,607.25	221,765.33	32,300.00
Polk	295,358.29	38,784.09	137,755.89	17,923.46	100,894.85
Putnam	52,133.64	7,987.84	40,510.02	3,635.78	.....
St. Johns	42,557.70	362.43	31,931.50	10,263.77	.....
St. Lucie	108,044.78	30,349.63	42,897.50	17,427.28	17,370.37
Santa Rosa ..	66,263.29	4,196.17	33,379.05	8,488.07	20,200.00
Seminole	94,812.57	31,132.48	38,375.90	10,143.39	15,160.80
Sumter	27,084.22	907.08	19,189.18	6,987.96	.....
Suwannee	60,032.15	7,501.61	33,118.22	7,412.32	12,000.00
Taylor	55,839.18	3,959.83	26,900.03	6,979.32	18,000.00
Volusia	469,548.25	302,091.57	99,153.57	38,550.11	29,753.00
Wakulla	12,079.45	72.95	8,057.18	1,749.32	2,200.00
Walton	73,625.08	11,176.92	34,723.38	3,124.78	24,000.00
Washington ..	39,119.42	1,129.04	21,443.41	6,095.47	10,751.56

TABLE XIX—Expenditures for "Schools Proper."
PART I—Repairs of Buildings, Insurance, Rent.

1916-1917 Counties.	Grand Total.	Total District Funds.	Total General Funds.	Repairs of Buildings Dis- trict Funds.
In State	\$2,687,931.35	\$566,905.12	\$2,121,026.23	\$56,858.11
Alachua	76,567.59	14,583.77	61,983.82	1,315.19
Baker	14,697.60	3,637.11	11,060.49	156.39
Bay	29,612.93	6,214.06	23,398.87	711.48
Bradford	32,916.16	6,638.00	26,278.16	484.29
Brevard	36,669.71	9,957.41	26,712.30	300.81
Broward	31,230.21	8,066.46	23,163.75	331.71
Calhoun	17,175.57	2,939.17	14,236.40	215.30
Citrus	29,616.70	9,142.68	20,574.02	452.05
Clay	7,160.40	5,092.72	12,067.68	70.75
Columbia	33,795.23	5,113.36	28,681.87	.....
Dade	126,310.37	28,605.05	97,705.32	2,313.57
DeSoto	101,291.42	10,490.50	90,800.92	2,994.36
Duval	281,013.56	49,432.16	231,581.40	.....
Escambia	116,262.26	4,138.55	112,123.71	.....
Franklin	11,417.47	915.00	10,502.47	65.00
Gadsden	34,596.79	5,237.83	29,358.96	1,294.84
Hamilton	22,561.86	3,049.80	19,512.06	47.17
Hernando	17,450.98	4,304.15	13,146.83	301.07
Hillsborough	214,241.88	66,322.77	147,919.11	3,991.03
Holmes	22,422.91	2,531.95	19,890.96	362.04
Jackson	55,731.56	4,327.48	51,404.08	119.80
Jefferson	17,196.42	2,198.65	14,997.77	59.00
Lafayette	27,531.95	5,222.95	22,309.00	79.75
Lake	51,886.29	14,278.03	37,608.26	1,391.18
Lee	57,448.40	16,696.48	40,751.92	1,671.20
Leon	38,578.33	2,608.81	35,969.52	82.35
Levy	28,988.56	5,675.68	23,312.88	641.18
Liberty	8,143.52	246.95	7,896.57	10.10
Madison	29,962.33	2,795.44	27,166.89	.....
Manatee	64,335.13	12,110.47	52,224.66	1,485.06
Marion	69,385.19	14,644.40	54,740.79	533.98
Monroe	28,436.88	.....	28,436.88	.....
Nassau	22,237.87	3,552.15	18,685.72	.....
Okaloosa	21,368.77	1,099.30	20,272.17	24.25
Orange	81,222.59	20,624.44	60,598.15	4,934.38
Osceola	34,130.02	4,263.33	29,866.69	105.31
Palm Beach....	71,130.91	28,909.85	42,221.06	4,011.59
Pasco	30,462.95	8,883.89	21,579.06	274.38
Pinellas	115,607.25	40,846.42	74,760.83	11,599.66
Polk	137,755.89	34,447.21	103,308.68	10,298.19
Putnam	40,510.02	8,721.80	31,788.22	1,168.81
St. Johns	31,931.50	1,297.96	30,633.54	89.84
St. Lucie	42,897.50	17,391.06	25,506.44	312.52
Santa Rosa	33,379.05	2,831.98	30,547.07	2.05
Seminole	38,375.90	10,036.72	28,339.18	583.02
Sumter	19,189.18	6,791.98	12,397.20	144.35
Suwannee	33,118.22	8,995.62	24,122.60	206.18
Taylor	26,900.03	10,385.42	16,514.61	82.42
Volusia	99,153.57	20,730.13	78,423.44	1,302.72
Wakulla	8,057.18	1,105.10	6,952.08	2.40
Walton	34,723.38	5,798.84	28,924.54	81.91
Washington	21,143.41	2,976.78	18,166.63	153.53

TABLE XIX—Expenditures for "Schools Proper."
PART I—Repairs of Buildings, Insurance, Rent.

1916-1917 Counties.	Repairs of Buildings General Funds.	Insurance.		Rent.	
		District Funds.	General Funds.	District Funds.	General Funds.
In State	\$58,929.30	\$9,591.84	\$17,142.57	\$1,971.15	\$2,957.19
Alachua	197.92	931.44	292.53	.....	.....
Baker	165.27	.....	.....	.....	.....
Bay	18.81	365.85	.....	.....	.....
Bradford	36.50	7.50	265.26	.....	.....
Brevard	433.93	.....	.....	145.00	60.00
Broward	33.97	.....	160.00	207.00	207.50
Calhoun	15.10	.....	.....	.....	18.00
Citrus	2,107.06	.....	15.00	.....	.....
Clay	198.21	.....	131.33	.....	.....
Columbia	588.73	.....	408.24	.....	85.00
Dade	5,014.28	.....	146.00	60.00	125.00
DeSoto .....	.....	607.80	.....	416.78	.....
Duval	18,236.92	594.69	6,467.03	.....	842.50
Escambia	15,612.22	.....	1,487.58	.....	349.30
Franklin	44.51	.....	227.50	.....	.....
Gadsden	492.36	161.45	20.00	.....	34.00
Hamilton	137.75	.....	.....	.....	.....
Hernando	225.40	23.10	.....	.....	.....
Hillsborough	196.53	1,038.87	757.00	248.00	.....
Holmes .....	.....	.....	200.00	.....	.....
Jackson	3,091.74	.....	.....	.....	8.00
Jefferson	28.92	.....	.....	.....	.....
Lafayette	707.14	.....	.....	.....	.....
Lake	303.38	333.89	375.16	.....	.....
Lee .....	.....	1,832.75	.....	15.00	2.50
Leon	1,091.52	144.00	207.75	57.62	494.31
Levy	928.33	.....	7.00	.....	.....
Liberty	29.36	.....	.....	.....	.....
Madison	262.53	.....	585.53	.....	5.50
Manatee	365.53	209.63	.....	.....	155.00
Marion	427.59	.....	434.40	.....	5.00
Monroe	129.52	.....	140.00	.....	.....
Nassau	357.79	.....	323.50	15.00	35.00
Okaloosa	801.28	.....	.....	.....	.....
Orange	6.00	622.42	.....	.....	.....
Osceola	411.69	.....	151.09	7.00	199.33
Palm Beach	708.69	75.12	30.00	174.50	234.00
Pasco	142.15	10.80	210.46	.....	.....
Pinellas .....	.....	1,121.27	.....	.....	.....
Polk	55.00	648.81	.....	20.00	.....
Putnam	831.88	108.47	184.25	55.00	.....
St. Johns	521.04	.....	382.00	.....	48.00
St. Lucie	251.90	.....	592.50	.....	.....
Santa Rosa	1,455.26	.....	282.87	.....	25.00
Seminole .....	.....	511.48	.....	.....	.....
Sumter	102.45	.....	.....	.....	.....
Suwannee	461.48	.....	107.57	.....	.....
Taylor	227.78	.....	183.15	.....	.....
Volusia	880.62	107.50	1,426.17	539.00	13.00
Wakulla	146.90	.....	.....	.....	.....
Walton	270.61	.....	941.70	11.25	11.25
Washington	174.85	135.00	.....	.....	.....

TABLE XIX—Expenditures for "Schools Proper."
PART II—Janitors and Fuel.

1916-1917 Counties.	Janitors.		Fuel.	
	District Funds.	General Funds.	District Funds.	General Funds.
In State	\$34,618.73	\$28,253.73	\$8,703.83	\$8,435.58
Alachua	1,849.86	.....	287.77	.....
Baker	78.00	.....	30.00	.....
Bay	351.85	.....	107.67	.....
Bradford	478.25	.....	127.75	.....
Brevard	102.00	210.00	34.70	39.20
Broward	245.75	1,142.10	4.95	.....
Calhoun	50.45	.....	78.50	.....
Citrus	213.00	12.00	208.10	8.00
Clay	18.90	154.25	.50	93.05
Columbia	229.50	.....	149.26	.....
Dade	380.54	6,394.89	.....	155.55
DeSoto	1,477.70	.....	31.89	.....
Duval .....	.....	8,455.73	.....	3,336.34
Escambia	20.00	2,331.80	.....	1,372.01
Franklin .....	.....	360.00	.....	131.73
Gadsden .....	.....	.....	24.00	.....
Hamilton	220.00	12.50	117.50	.....
Hernando	115.00	75.00	31.75	6.33
Hillsborough	7,549.33	737.25	4,491.34	980.71
Holmes .....	.....	.....	.....	.....
Jackson	128.00	.....	78.90	.....
Jefferson	68.00	118.00	.....	.....
Lafayette .....	.....	5.00	23.75	44.00
Lake	845.70	12.00	185.47	.....
Lee	1,788.25	45.00	6.25	.....
Leon	101.00	742.05	.....	307.78
Levy	162.50	.....	35.50	.....
Liberty .....	.....	6.00	.....	28.50
Madison	58.50	75.00	37.80	76.68
Manatee	1,595.13	670.59	106.50	44.00
Marion	1,018.57	.....	347.80	.....
Monroe .....	.....	1,685.00	.....	114.20
Nassau	85.50	69.00	.....	87.97
Okaloosa .....	.....	.....	11.25	1.40
Orange	1,839.80	51.40	172.30	.....
Osceola	81.50	597.00	18.50	69.65
Palm Beach	701.89	1,731.22	60.18	300.61
Pasco	430.50	23.00	70.00	14.00
Pinellas	4,026.35	.....	212.62	.....
Polk	2,171.90	.....	240.94	.....
Putnam	393.00	.....	145.74	1.00
St. Johns	78.00	1,388.00	.....	395.00
St. Lucie	546.00	639.15	16.50	330.81
Santa Rosa	30.00	218.00	16.75	238.03
Seminole	812.00	.....	97.93	4.50
Sumter .....	.....	25.00	.....	2.50
Suwannee	891.50	.....	.....	.....
Taylor	94.00	93.00	33.75	138.18
Volusia	3,401.01	29.05	834.47	11.30
Wakulla .....	.....	.....	.....	.....
Walton	190.00	166.25	26.25	102.55
Washington	200.00	.....	201.00	.....

TABLE XIX—Expenditures for "Schools Proper."
PART III—Free Books and Transportation.

1916-1917 Counties.	Free Books.		Transportation.	
	District Funds.	General Funds.	District Funds.	General Funds.
In State	\$4,936.46	\$2,796.02	\$19,309.12	\$55,625.64
Alachua	9.20	.....	.....	1,586.05
Baker	37.72	.....	366.00	30.00
Bay .....	.....	.....	56.00	243.00
Bradford	126.72	.....	.....	.....
Brevard .....	.....	7.30	1,086.51	1,877.00
Broward .....	.....	43.71	691.75	2,167.50
Calhoun	157.46	.....	.....	.....
Citrus .....	.....	1,447.13	996.60	.....
Clay .....	.....	101.53	140.60	464.20
Columbia	15.60	.....	.....	44.90
Dade .....	.....	.....	487.90	7,456.73
DeSoto	9.36	.....	142.15	5,740.26
Duval .....	.....	4.93	.....	7,397.21
Escambia .....	.....	13.99	.....	5.51
Franklin .....	.....	.....	.....	.....
Gadsden .....	.....	.....	.....	.....
Hamilton	13.68	.....	.....	.....
Hernando .....	.....	477.50	573.00	56.70
Hillsborough	827.12	41.90	474.45	.....
Holmes	147.01	.....	.....	.....
Jackson .....	.....	.....	.....	.....
Jefferson .....	.....	.....	221.50	1,951.20
Lafayette	989.42	6.25	11.55	435.50
Lake	135.40	.....	358.75	800.50
Lee	50.55	49.17	62.30	1,498.85
Leon	6.40	.....	608.85	.....
Levy	80.56	.....	20.80	.....
Liberty .....	.....	.....	.....	10.10
Madison	211.57	.....	9.32	1,394.14
Manatee	513.02	117.15	310.85	31.25
Marion	161.92	.....	131.15	29.90
Monroe .....	.....	148.55	.....	.....
Nassau .....	.....	.....	.....	325.00
Okaloosa .....	.....	.....	.....	.....
Orange	251.06	.....	154.80	4,651.47
Osceola	14.98	.....	276.25	.....
Palm Beach	9.40	110.48	5,348.42	3,019.38
Pasco	147.46	.....	1,748.90	331.80
Pinellas	3.85	.....	1,319.39	931.20
Polk	306.37	.....	.....	.....
Putnam	84.26	1.65	42.37	1,589.18
St. Johns .....	.....	91.27	.....	600.00
St. Lucie	63.49	.....	3,399.70	1,527.75
Santa Rosa	2.78	8.49	.....	.....
Seminole	290.06	1.00	121.70	4,679.05
Sumter	178.79	.....	.....	16.00
Suwannee .....	.....	.....	.....	.....
Taylor .....	.....	.....	147.50	496.00
Volusia	8.51	44.12	.....	3,540.92
Wakulla	25.00	.....	.....	36.90
Walton .....	.....	3.85	.....	135.00
Washington	57.74	76.05	.....	.....

TABLE XIX—Expenditures for "Schools Proper."
PART IV—Incidentals, Salaries of Teachers.

1916-1917 Counties.	Incidentals.		Salaries of Teachers.	
	District Funds.	General Funds.	District Funds.	General Funds.
In State	\$96,661.47	\$41,687.63	\$334,254.36	\$1,905,198.62
Alachua	1,689.31	.....	8,501.00	59,927.12
Baker	52.45	773.22	2,297.50	10,092.00
Bay	875.88	50.25	3,745.33	23,086.81
Bradford	1,261.24	5.15	4,152.25	25,971.25
Brevard	1,324.03	320.87	7,583.35	23,764.00
Broward	2,330.05	1,196.22	4,255.25	18,212.75
Calhoun	198.71	137.39	2,240.75	14,065.91
Citrus	1,666.43	3,622.33	5,606.50	13,262.50
Clay	49.47	402.61	4,812.50	10,542.50
Columbia	281.50	.....	4,437.50	27,555.00
Dade	2,580.09	5,547.08	22,782.95	72,865.79
DeSoto	4,590.96	1,293.66	219.50	83,767.00
Duval	18,250.00	5,029.96	30,387.47	181,810.78
Escambia	339.30	4,704.85	3,779.25	85,701.46
Franklin .....	.....	911.23	850.00	8,827.50
Gadsden	1,275.54	26.85	2,482.00	28,785.75
Hamilton	836.54	153.81	1,815.00	19,208.00
Hernando	275.23	235.90	2,985.00	12,070.00
Hillsborough	13,810.63	981.07	33,892.00	144,224.65
Holmes	377.50	20.51	1,645.40	19,670.45
Jackson .....	.....	140.75	4,000.78	48,163.59
Jefferson	137.65	15.00	1,712.50	12,883.75
Lafayette	409.61	1,260.11	3,708.87	19,851.00
Lake	1,495.77	70.25	9,531.87	36,046.97
Lee	6,830.18	1,035.15	4,440.00	38,121.25
Leon	188.59	1,317.11	1,420.00	31,809.00
Levy	240.12	9.55	4,465.02	22,368.00
Liberty	6.85	44.11	230.00	7,778.50
Madison	348.25	842.01	2,130.00	23,925.50
Manatee	1,822.78	233.14	6,065.50	50,608.00
Marion	1,267.98	134.90	11,183.00	53,659.00
Monroe .....	.....	1,299.61	.....	24,920.00
Nassau	36.90	206.66	3,414.75	17,280.80
Okaloosa	84.85	248.89	976.25	19,220.60
Orange	5,064.18	87.78	7,585.50	55,801.50
Osceola	534.79	1,540.43	3,225.00	26,897.50
Palm Beach	1,909.25	903.68	16,619.50	35,183.00
Pasco	446.85	54.40	5,755.00	20,803.25
Pinellas	9,351.66	.....	13,211.62	73,829.63
Polk	1,966.00	9.55	18,795.00	103,244.13
Putnam	321.15	321.51	6,403.00	28,858.75
St. Johns	70.12	728.23	1,060.00	26,480.00
St. Lucie	1,923.35	1,703.08	11,129.50	20,461.25
Santa Rosa	212.90	1,720.67	2,567.50	26,598.75
Seminole	3,117.03	57.13	4,503.50	23,597.50
Sumter	1,131.09	40.00	5,337.75	12,211.25
Suwannee	1,461.69	218.55	6,936.25	23,335.00
Taylor	1,528.75	43.62	8,499.00	14,938.88
Volusia	1,524.42	347.51	13,012.50	72,130.75
Wakulla	3.95	91.78	1,013.75	6,676.50
Walton	905.98	1,067.28	4,583.45	26,226.05
Washington	222.01	38.23	2,007.50	17,877.50

TABLE XX—Expenditures for "Administration" Itemized.
PART I—Amounts Paid Officials.

1916-1917 Counties.	Totals.	Salary of Superin- tendents.	Traveling Expenses of Superin- tendents.	Per Diem and Mile- and of School Boards.	Commis- sion Paid Treasurer.	Incidentals of Board and Super- intendent.
In State	\$980,916.76	\$87,347.24	\$5,465.27	\$24,965.12	\$25,056.31	\$41,716.68
Alachua	19,803.06	2,004.00	159.00	706.30	685.91	401.01
Baker	2,557.76	900.00	.....	293.40	414.55	116.67
Bay	15,534.29	1,225.00	399.45	359.10	243.72	248.77
Bradford	5,853.04	1,350.00	.....	382.90	1,169.48	572.05
Brevard	58,567.59	1,625.00	.....	857.95	519.07	373.84
Broward	22,089.94	1,999.92	87.73	461.00	459.59	468.68
Calhoun	6,601.83	1,200.00	.....	407.00	355.97	184.18
Citrus	5,403.78	1,475.00	.....	324.00	564.51	606.45
Clay	4,641.62	1,100.00	10.80	260.80	451.88	189.53
Columbia	4,865.49	1,200.00	.....	295.00	234.81	107.39
Dade	27,415.92	2,500.00	.....	667.10	1,099.95	4,028.08
DeSoto	44,521.99	2,100.00	300.00	766.64	733.10	603.96
Duval	73,000.16	4,275.00	166.62	2,272.00	1,575.97	6,008.48
Escambia	17,580.92	2,400.00	.....	554.80	779.97	3,252.29
Franklin	4,164.78	875.00	2.50	187.00	313.60	135.01
Gadsden	2,628.32	1,325.00	.....	226.00	346.51	330.72
Hamilton	3,404.91	1,200.00	.....	286.20	212.24	50.68
Hernando	6,296.26	1,383.32	15.17	267.50	57.93	90.18
Hillsborough	86,846.58	3,600.00	300.00	721.60	2,213.34	4,447.16
Holmes	5,572.28	1,100.00	.....	527.22	123.39	274.07
Jackson	5,140.46	1,500.00	.....	653.40	496.16	129.06
Jefferson	13,098.73	1,200.00	22.30	308.20	258.46	254.10
Lafayette	15,727.05	1,200.00	12.75	396.00	167.57	288.09
Lake	7,649.23	1,500.00	300.00	424.40	550.37	684.21
Lee	8,918.44	1,500.00	316.85	348.00	487.51	258.15
Leon	5,505.20	1,500.00	16.66	274.40	214.16	56.58
Levy	10,293.44	1,625.00	8.95	479.20	822.87	195.67
Liberty	2,203.19	825.00	20.50	266.40	173.96	65.07
Madison	8,264.50	1,575.00	.....	517.60	210.60	164.67
Manatee	24,647.22	1,800.00	135.55	625.70	.....	1,761.73
Marion	31,399.76	2,075.00	131.05	524.85	608.73	1,068.81
Monroe	9,998.13	1,550.00	47.10	284.00	296.90	111.12
Nassau	3,241.79	1,200.00	.....	339.00	167.38	113.85
Okaloosa	8,881.72	1,200.00	68.00	400.10	245.28	580.43
Orange	9,008.16	1,810.00	.....	465.20	437.52	669.30
Osceola	6,714.37	1,500.00	14.70	294.80	427.55	818.50
Palm Beach..	23,367.90	2,850.00	617.79	502.42	407.43	513.96
Pasco	8,360.59	1,500.00	294.01	722.60	393.79	360.39
Pinellas	221,765.33	3,125.00	454.73	414.00	720.03	5,138.64
Polk	17,923.46	3,000.00	300.00	931.20	796.98	479.15
Putnam	3,635.78	1,500.00	58.50	282.30	257.38	186.27
St. Johns....	10,263.77	1,500.00	392.24	237.35	414.06	777.40
St. Lucie....	17,427.28	1,800.00	344.57	508.46	228.32	349.26
Santa Rosa..	8,488.07	1,425.00	20.00	519.61	491.32	637.73
Seminole	10,143.39	1,500.00	15.00	396.60	368.62	342.23
Sumter	6,987.96	1,200.00	15.80	295.00	313.77	178.49
Suwannee	7,412.32	1,500.00	.....	379.80	448.13	1,810.65
Taylor	6,979.82	1,400.00	15.80	387.90	162.31	339.56
Volusia	38,550.11	2,450.00	277.75	888.72	958.05	173.66
Wakulla	1,749.32	600.00	70.00	304.80	183.97	87.37
Walton	3,724.78	1,500.00	35.50	455.65	224.81	393.55
Washington ..	6,095.47	1,200.00	17.90	313.95	566.83	239.84

TABLE XX—Expenditures for "Administration" Itemized.
PART II—Printing, Expenses of Examinations, Etc.

1916-1917 Counties.	Printing.	Expenses of Exam- ination.	Tuition for County Line Pupils.	Institutes and Summer Schools.	Undistrib- uted Books, Etc.	Interest on Debts, Loans and Bonds	All Other Purposes.
In State	\$11,015.28	\$4,781.77	\$1,431.67	\$7,923.89	\$19,976.67	\$373,704.69	\$377,532.17
Alachua	326.18	225.40			1,674.69	8,470.50	5,150.07
Baker	154.15	53.70		200.00		425.29	
Bay	121.90	154.85			185.00	11,509.24	1,087.26
Bradford	170.00	85.40				2,123.21	
Brevard	180.55	35.60		137.25	85.00	6,550.94	48,202.39
Broward	157.44	54.00		205.25	85.19	9,912.96	8,198.18
Calhoun	144.70	64.50		131.25	2.92	832.89	3,278.42
Citrus	234.75	81.25		383.75		1,650.74	83.33
Clay	216.00	78.00	577.24			1,757.37	
Columbia	62.50	121.00			710.00	1,826.39	308.40
Dade	441.30	148.50		350.50	7,326.07	6,478.06	4,376.36
DeSoto	823.65	60.00		237.50	2,484.20	12,841.81	23,571.13
Duval	276.41	164.97		1,566.93	262.15	54,794.89	1,636.74
Escambia	610.66	156.00		1,031.70	468.00	7,702.50	625.00
Franklin	115.00	52.25				2,126.00	358.42
Gadsden	108.40	26.00				229.99	35.70
Hamilton	81.50	84.00				490.29	1,000.00
Hernando	226.00	12.00				3,342.61	901.55
Hillsborough	578.25	237.15			197.39	59,437.37	15,114.32
Holmes	153.30	36.00				2,380.07	978.23
Jackson	229.50	95.00				1,637.34	400.00
Jefferson	73.50	99.40				10,523.12	359.65
Lafayette	134.00	73.80		375.00		552.41	12,527.43
Lake	63.42	66.75			1,635.75	190.45	2,233.88
Lee	149.40					5,175.35	683.18
Leon	131.88	163.45			27.50	1,415.30	1,705.27
Levy	306.13	103.10				3,290.83	3,461.69
Liberty	39.00	26.70			63.24	640.00	83.32
Madison	67.50	59.00	48.00		578.36	1,531.77	3,512.00
Manatee	87.75	154.97		281.25	66.50	17,506.98	2,226.79
Marion	453.77	76.85	25.31			16,126.24	10,309.15
Monroe	101.40	85.00			26.83	3,780.00	3,715.78
Nassau	179.60	50.65			79.38	1,111.93	
Okaloosa	108.20	88.40		25.29		235.12	5,930.90
Orange		58.90				4,403.34	1,163.90
Osceola	162.01	38.00		5.25		493.34	2,960.22
Palm Beach	256.87	51.40		1,103.74	696.13	9,369.01	6,999.15
Pasco	202.70	123.00	178.75	340.00		3,483.50	761.85
Pinellas	189.25	62.00		909.34	1,021.05	18,085.39	191,645.90
Polk	304.26	188.60	116.16			9,900.47	1,006.64
Putnam	221.03	100.55	229.46		80.25	110.28	609.76
St. Johns	125.77	78.28				6,239.19	499.48
St. Lucie	289.35	25.00				13,071.13	811.19
Santa Rosa	189.00	96.50		236.64	17.05	4,320.32	534.90
Seminole	235.05	180.60		125.00	37.20	5,740.75	1,202.34
Sumter	208.75	143.70				2,382.45	2,250.00
Suwannee		175.35				3,098.39	
Taylor	215.33	48.45			2,161.94	2,001.44	246.60
Volusia	594.12	80.20	256.75	278.25	4.88	28,895.79	3,691.94
Wakulla	68.00	45.80				316.95	72.43
Walton	212.15	90.00				560.00	253.12
Washington	233.95	121.80				2,632.99	768.21

TABLE XXI—PART I—Expenditures for Additions to Property and Equipment.

1916-1917 Counties.	Grand Total.	Total District Funds.	Total General Funds.	Lets.	
				District Funds.	General Funds.
In State	\$1,613,957.34	\$1,444,838.86	\$169,118.48	\$153,735.58	\$10,011.88
Alachua	11,547.39	11,298.29	249.10	.....	.....
Baker	1,052.81	251.55	801.28	.....	.....
Bay	3,820.67	2,052.14	1,768.53	.....	.....
Bradford	1,606.61	73.51	1,533.10	.....	.....
Brevard	122,839.63	117,469.51	5,370.12	9,601.40	.....
Broward	1,428.86	916.44	512.42	.....	.....
Calhoun	14,747.60	12,069.27	2,678.41	.....	.....
Citrus	877.40	250.05	627.35	.....	.....
Clay	1,404.65	159.22	1,245.43	.....	21.35
Columbia	5,279.92	.....	5,279.92	.....	.....
Dade	79,968.92	68,311.86	11,657.06	16,781.47	1,558.50
DeSoto	45,874.05	45,874.05	.....	3,283.53	.....
Duval	620,079.84	614,728.04	5,351.80	29,134.00	1,726.64
Escambia	27,072.92	12,667.47	14,405.45	2,450.00	.....
Franklin	1,605.16	1,605.16	.....	.....	.....
Gadsden	3,558.24	949.60	2,608.64	.....	.....
Hamilton	1,908.60	84.25	1,824.35	.....	11.25
Hernando	600.57	244.63	355.94	.....	.....
Hillsborough	10,859.00	10,750.11	108.89	.....	.....
Holmes	23,193.35	21,462.83	1,730.52	.....	.....
Jackson	2,486.75	523.42	1,963.33	.....	.....
Jefferson	5.00	.....	5.00	.....	.....
Lafayette	6,539.02	1,370.93	5,168.09	.....	9.75
Lake	4,411.93	1,776.45	2,635.48	.....	75.00
Lee	11,938.74	1,666.07	10,272.67	.....	42.50
Leon	2,010.33	90.00	1,920.33	.....	.....
Levy	8,362.54	6,070.72	1,391.82	.....	.....
Liberty	671.59	61.50	610.09	.....	.....
Madison	2,186.34	.....	2,186.34	.....	.....
Manatee	12,387.21	9,685.23	2,701.98	.....	.....
Marion	1,177.31	454.74	722.57	161.59	237.59
Monroe	720.73	.....	720.73	.....	.....
Nassau	818.34	44.33	774.01	.....	4.50
Okaloosa	2,312.57	171.83	2,140.74	.....	.....
Orange	40,146.68	40,146.68	.....	540.00	.....
Osceola	4,177.50	415.62	3,761.88	.....	730.40
Palm Beach	36,183.72	27,703.74	8,479.98	9,010.19	162.55
Pasco	7,944.32	7,826.25	118.07	.....	2.50
Pinellas	50,498.81	50,498.81	.....	27,771.56	.....
Polk	38,784.09	31,331.87	7,452.22	3,189.25	.....
Putnam	7,987.84	4,300.26	3,687.58	.....	50.00
St. Johns	362.43	.....	362.43	.....	.....
St. Lucie	30,349.63	16,911.77	13,437.86	.....	647.47
Santa Rosa	4,196.17	317.50	3,878.67	50.00	5.98
Seminole	31,132.48	31,132.48	.....	1,550.00	.....
Sumter	907.08	605.00	302.08	432.00	.....
Suwannee	7,501.61	562.45	6,939.16	.....	.....
Taylor	3,959.83	591.74	3,368.05	.....	.....
Volusia	302,091.57	287,255.91	14,835.66	49,770.59	459.50
Wakulla	72.05	52.25	20.70	.....	.....
Walton	11,176.92	931.35	10,245.57	.....	46.90
Washington	1,129.04	221.88	907.16	10.00	12.00

TABLE XXI—PART II—Expenditures for Property and Equipment.

1916-1917 Counties.	New Buildings.		Furniture.	
	District Funds.	General Funds.	District Funds.	General Funds.
In State	\$1,212,990.04	\$98,006.05	\$55,380.69	\$49,603.84
Alachua	10,161.17	230.20	469.13	18.90
Baker .....	.....	685.80	47.56	115.46
Bay	1,105.04	493.36	847.10	825.17
Bradford .....	.....	1,026.50	33.25	506.60
Brevard	103,299.67	5,365.12	4,547.44	5.00
Broward	362.43	414.36	554.01	75.56
Calhoun	10,979.30	2,172.45	952.41	491.32
Citrus .....	.....	.....	.....	283.26
Clay	151.22	905.89	8.00	318.19
Columbia .....	.....	3,001.52	.....	1,827.86
Dade	40,914.49	5,740.90	10,228.17	3,243.82
DeSoto	37,221.77	.....	3,085.90	.....
Duval	571,825.16	.....	11,472.00	2,675.21
Escambia	10,049.16	11,669.99	.....	2,233.83
Franklin	1,516.70	.....	88.46	.....
Gadsden	498.89	2,493.39	343.40	.....
Hamilton .....	.....	1,026.60	.....	686.50
Hernando	175.53	222.28	49.10	133.66
Hillsborough ..	5,387.70	4.30	2,907.70	6.00
Holmes	21,151.82	1,159.54	311.01	570.98
Jackson	228.78	1,963.33	194.64	.....
Jefferson .....	.....	.....	.....	5.00
Lafayette	506.11	3,406.38	732.48	368.65
Lake	365.00	1,324.06	206.36	938.25
Lee	599.97	4,690.07	718.07	639.60
Leon .....	.....	1,749.47	60.00	170.86
Levy	5,757.50	432.98	1,047.18	833.57
Liberty .....	.....	530.61	.....	79.48
Madison .....	.....	2,186.34	.....	.....
Manatee	9,002.45	2,125.25	648.02	476.48
Marion	87.49	84.40	174.61	365.68
Monroe .....	.....	140.00	.....	580.73
Nassau .....	.....	484.00	.....	241.06
Okaloosa	168.00	1,737.39	3.83	403.35
Orange	38,545.57	.....	917.55	.....
Osceola .....	.....	2,757.80	18.01	273.68
Palm Beach...	18,212.19	3,514.33	316.03	3,466.75
Pasco	7,598.99	.....	57.30	41.70
Pinellas	15,949.47	.....	1,088.31	.....
Polk	25,752.40	.....	768.82	7,452.22
Putnam	2,780.91	3,384.95	878.35	218.42
St. Johns .....	.....	102.85	.....	76.25
St. Lucie	16,451.21	7,443.56	158.71	3,980.33
Santa Rosa ..	267.50	3,061.12	.....	736.57
Seminole	27,500.00	.....	1,827.80	.....
Sumter	131.00	.....	.....	302.08
Suwannee .....	.....	1,839.16	466.20	5,100.00
Taylor	85.68	3,141.49	.....	53.60
Volusia	227,468.57	11,487.84	8,835.30	1,956.30
Wakulla .....	.....	.....	52.25	20.70
Walton	731.20	3,694.46	200.15	6,422.06
Washington ..	.....	112.01	66.08	383.15

TABLE XXI—PART III—Expenditures for Property and Equipment.

1916-1917 Counties.	Apparatus.		Libraries.	
	District Funds.	General Funds.	District Funds.	General Funds.
In State	\$20,601.37	\$10,070.44	\$2,041.18	\$1,426.27
Alachua	667.99			
Baker	149.84		54.15	
Bay	100.00	450.00		
Bradford	40.26			
Brevard	21.00			
Broward		22.50		
Calhoun	137.56	14.64		
Citrus	250.05	95.09		249.00
Clay				
Columbia		450.54		
Dade	387.73	1,113.84		
DeSoto	2,282.85			
Duval	2,296.88	949.95		
Escambia	168.31	18.00		483.63
Franklin				
Gadsden	107.31			115.25
Hamilton	34.25	100.00	50.00	
Hernando			20.00	
Hillsborough ..	1,801.96	98.59	652.75	
Holmes				
Jackson			100.00	
Jefferson				
Lafayette	132.34	1,383.31		
Lake	924.01	248.37	281.08	49.80
Lee	348.03	693.00		
Leon			30.00	
Levy	141.04	125.27	25.00	
Liberty	61.50			
Madison				
Munatee	34.76	100.25		
Marion	31.15	34.80		
Monroe				
Nassau	44.33	44.45		
Okaloosa				
Orange	56.08		87.48	
Osceola	356.64		40.97	
Palm Beach	165.96	1,336.35		
Pasco	169.96	73.87		
Pinellas	5,689.47			
Polk	1,621.40			
Putnam	416.00	34.21	225.00	
St. Johns		146.48		36.85
St. Lucie	1.85	1,190.50	300.00	176.00
Santa Rosa		75.00		
Seminole	254.68			
Sumter			42.00	
Suwannee	96.25			
Taylor	506.06	173.00		
Volusia	1,048.70	616.28	132.75	315.74
Wakulla				
Walton		82.15		
Washington	145.80	400.00		

TABLE XXII—PART I—Showing Financial Condition of County Boards.
July 1st, 1917.

1916-1917 Counties.	Total Indebtedness County and District Funds.	Total Indebtedness by District Funds.		
		Warrants Outstanding.	Time Warrants Outstanding.	Bonds Outstanding.
In State	\$7,088,414.65	\$110,386.41	\$98,030.24	\$4,208,050.00
Alachua	112,577.58	288.39	35,000.00	76,800.00
Baker	2,530.00	.....	.....	.....
Bay	44,299.80	76.70	.....	44,000.00
Bradford	114,470.70	8,044.91	.....	64,000.00
Brevard	151,252.45	.....	.....	150,000.00
Broward	132,171.79	12.15	.....	93,000.00
Calhoun	22,659.69	949.60	.....	15,000.00
Citrus	15,413.50	1,401.60	5,000.00	.....
Clay	11,176.80	1,176.80	.....	.....
Columbia	35,042.74	1,025.91	500.00	.....
Dade	725,102.68	20.75	.....	274,000.00
DeSoto	262,673.96	1,417.08	.....	261,000.00
Duval	1,203,038.30	1,427.34	.....	1,000,000.00
Escambia	153,381.36	133.00	.....	12,000.00
Franklin	30,263.50	152.00	.....	30,000.00
Gadsden	80.00	.....	.....	.....
Hamilton	32,380.51	1,890.90	.....	.....
Hernando	47,763.22	46.71	.....	10,000.00
Hillsborough	900,633.00	351.50	700.00	370,500.00
Holmes	50,299.39	1,109.58	.....	18,000.00
Jackson	17,630.70	.....	.....	.....
Jefferson	84,276.59	15.70	.....	.....
Lafayette	11,354.52	1,670.07	.....	.....
Lake	94,216.01	1,492.81	100.00	92,500.00
Lee	24,702.58	613.53	.....	.....
Leon	14,893.63	16.30	14,709.74	.....
Levy	64,733.03	4,953.44	.....	40,000.00
Liberty	8,680.00	.....	.....	.....
Madison	14,154.45	852.23	.....	.....
Manatee	326,661.55	2,846.38	2,000.00	18,000.00
Marion	190,788.27	9,621.19	600.00	97,500.00
Monroe	73,616.73	.....	.....	.....
Nassau	20,644.33	7,428.79	.....	.....
Okaloosa	19,589.40	163.95	.....	.....
Orange	142,493.21	310.33	2,269.00	138,700.00
Osceola	52.40	.....	.....	.....
Palm Beach	161,313.27	231.90	.....	152,500.00
Pasco	105,470.91	846.07	.....	24,000.00
Pineillas	476,850.00	11,800.00	.....	386,050.00
Polk	339,954.74	24,414.84	34,500.00	255,500.00
Putnam	1,224.00	1,199.00	.....	.....
St. Johns	43,849.83	25.00	.....	.....
St. Lucie	155,346.75	1,487.95	.....	65,000.00
Santa Rosa	24,002.85	520.50	400.00	20,000.00
Seminole	75,074.00	.....	.....	75,000.00
Sumter	1,163.55	439.25	.....	.....
Suwannee	118,685.67	10,453.60	.....	70,000.00
Taylor	16,990.93	4,670.72	.....	.....
Volusia	277,108.25	1,608.20	.....	275,000.00
Wakulla	3,932.50	83.00	500.00	.....
Walton	90,346.71	1,676.58	.....	50,000.00
Washington	41,402.32	1,420.16	1,751.50	30,000.00

TABLE XXII—PART II—Showing Financial Condition of County Boards,
July 1st, 1917.

1916-1917 Counties.	Total Indebtedness by County Funds.	
	Warrants Outstanding	Time Warrants Outstanding
In State	\$455,762.31	\$2,216,185.69
Alachua	489.19	
Baker	2,530.00	
Bay	223.10	
Bradford	13,425.79	29,000.00
Brevard	16.00	1,236.45
Broward	117.51	39,042.13
Calhoun	710.09	6,000.00
Citrus	4,011.90	5,000.00
Clay		10,000.00
Columbia	766.83	32,750.00
Dade	148,081.93	303,000.00
DeSoto	256.88	
Duval	1,610.98	200,000.00
Escambia	748.36	140,500.00
Franklin	111.50	
Gadsden	80.00	
Hamilton	418.32	30,071.29
Hernando	170.39	37,546.12
Hillsborough	81.50	529,000.00
Holmes	10,189.81	21,000.00
Jackson	17,630.70	
Jefferson	2,817.74	81,443.15
Lafayette	9,684.45	
Lake	123.20	
Lee	467.50	23,621.55
Leon	167.59	
Levy	19,779.50	
Liberty	40.00	8,640.00
Madison	1,302.22	12,000.00
Manatee	8,815.17	295,000.00
Marion	8,667.08	74,400.00
Monroe	10,616.73	63,000.00
Nassau	13,215.54	
Okaloosa	1,425.45	18,000.00
Orange	1,213.88	
Osceola	52.40	
Palm Beach	581.37	8,000.00
Pasco	20,624.84	60,000.00
Pinellas	79,000.00	
Polk	539.90	25,000.00
Putnam	25.00	
St. Johns	36,324.83	7,500.00
St. Lucie	1,858.80	87,000.00
Santa Rosa	847.35	2,235.00
Seminole	74.00	
Sumter	724.30	
Suwannee	26,232.07	12,000.00
Taylor	320.21	12,000.00
Volusia	500.05	
Wakulla	149.50	3,200.00
Walton	7,670.13	31,000.00
Washington	230.66	8,000.00

TABLE XXII—PART III—Showing Financial Condition of County Boards, July 1st, 1917.

1916-1917 Counties.	Cash on Hand.		Net Indebtedness of Counties in Debt.		Net Cash of Counties Not in Debt.	
	District Funds.	County. Funds.	District Funds.	County. Funds.	District Funds.	County. Funds.
In State....	\$1,288,377.09	\$601,386.52	\$3,158,712.81	\$2,226,354.07	\$66,233.18	\$100,348.44
Alachua	47,189.70	8,440.87	64,898.69			7,951.68
Baker	3,894.48	668.60		1,861.40	3,894.48	
Bay	6,557.01	9,351.36	37,519.69			9,128.26
Bradford	12,333.12	6,810.22	59,711.79	9,515.57		
Brevard	20,546.00	9,001.70	129,453.29			7,749.25
Broward	36,013.94	8,308.76	56,998.21	30,850.88		
Calhoun	10,135.97	4,997.14	5,813.63	1,712.95		
Citrus	2,194.32	2,609.12	4,207.28	6,402.78		
Clay	2,451.10	3,558.02		6,441.98	1,274.30	
Columbia	11,621.00			33,516.83	10,095.09	
Dade	16,964.73	12,404.38	257,055.98	438,677.55		
DeSoto	101,073.74	7,863.39	161,343.34			7,606.51
Duval	332,608.64	134,402.77	668,818.70	67,208.19		
Escambia	4,143.61	23,435.46	7,989.39	117,312.90		
Franklin	3,421.39	2,132.63	26,730.61			2,201.13
Gadsden	6,237.29	1,870.77			6,237.29	1,790.77
Hamilton	1,354.80	2,755.09	536.10	27,734.52		
Hernando	3,929.01	4,478.26	6,117.70	33,238.25		
Hillsborough	64,267.61	91,797.40	307,283.89	437,284.10		
Holmes	3,084.39	2,162.33	16,025.19	29,027.48		
Jackson				17,630.70		
Jefferson	4,316.31	11,069.16		73,191.73	4,300.16	
Lafayette	7,470.24	9,287.63		396.82	5,800.17	
Lake	4,946.94	18,080.95	89,145.87			17,957.75
Lee	7,546.26	2,640.96		21,448.09	6,932.73	
Leon	1,705.47	8,589.85		6,119.89	1,689.17	
Levy	21,675.93	22,824.95	23,277.51			3,045.36
Liberty	196.65	5,615.31		3,064.69	196.65	
Madison	358.65	6,519.85	493.58	6,782.37		
Manatee	11,171.19	29,578.57	11,675.19	274,236.60		
Marion	25,406.09	1,028.56	82,315.10	82,038.52		
Monroe		5,738.08		67,878.65		
Nassau	1,725.31	9,445.09	5,703.48	3,770.45		
Okaloosa	843.73	5,660.22		13,765.23	679.78	
Orange	70,788.70		70,490.63	1,213.88		
Osceola	9,770.62	9,714.55			9,770.62	9,662.15
Palm Beach	52,496.73	7,323.88	100,235.17	1,257.49		
Pasco	4,953.13	1,650.94	19,892.94	78,973.90		
Pinellas	188,085.11	2,411.45	209,765.00	76,588.55		
Polk	101,127.34	26,799.51	193,287.50			1,257.61
Putnam	5,174.05	7,534.44			3,975.00	7,509.44
St. Johns	818.94	4,238.18		107,086.65	793.94	
St. Lucie	7,887.54	1,991.82	58,600.41	86,866.98		
Santa Rosa	2,763.91	13,081.73	18,156.59			9,999.38
Seminole	5,475.38	620.28	69,524.62			546.28
Sumter	9,501.52	2,145.78			8,562.27	1,421.48
Suwannee	6,859.68	13,788.34	73,593.92	24,443.73		
Taylor	5,800.75	891.07		11,429.14	1,130.03	
Volusia	32,244.53	13,021.44	243,963.67			12,521.39
Wakulla	1,484.45	1,810.60		1,538.90	901.45	
Walton	1,446.47	13,721.53	50,230.11	24,948.60		
Washington	4,313.62	7,333.53	27,858.04	897.13		

TABLE XXIII—School Expenditures by Races.
PART I—White.

1916-1917 Counties.	Total.	For Additions to Prop- erty and Equipment		For Schools Proper.		For Admin- istration Prorated on Cost of Schools Proper.
		District Funds.	County Funds.	District Funds.	County Funds.	
In State....	\$4,893,002.56	\$1,367,235.06	\$156,532.51	\$547,456.68	\$1,896,337.44	\$925,440.87
Alachua	99,201.28	11,298.29	249.10	14,583.77	53,049.33	18,020.79
Baker	18,009.68	251.55	801.26	3,637.11	10,805.49	2,514.27
Bay	47,922.07	2,052.14	1,768.53	6,211.06	22,408.87	15,481.47
Bradford	37,625.14	73.51	1,528.14	6,638.46	23,942.16	5,443.33
Brevard	211,825.41	117,442.56	4,790.07	9,279.46	25,259.30	55,053.57
Broward	50,507.83	889.94	98.06	7,532.37	21,437.15	20,550.31
Calhoun	37,411.64	12,069.27	2,678.41	2,927.02	13,445.40	6,291.54
Citrus	34,906.56	250.05	627.35	9,142.68	19,634.02	5,252.46
Clay	20,400.62	159.22	1,244.15	4,318.22	10,111.67	4,567.36
Columbia	39,237.52	.....	5,279.92	4,583.36	24,576.87	4,797.37
Dade	226,156.89	68,311.86	11,616.06	27,920.05	92,263.80	26,045.12
DeSoto	187,716.75	45,873.05	.....	10,456.91	88,011.42	43,375.37
Duval	883,551.55	555,973.30	5,296.60	45,132.16	205,609.33	71,540.16
Escambia	144,399.96	12,667.47	14,401.95	4,028.55	95,967.20	17,334.79
Franklin	15,355.14	1,605.16	.....	915.00	9,196.97	3,665.01
Gadsden	35,054.59	949.60	607.71	5,237.83	25,893.96	2,365.49
Hamilton	26,126.07	93.25	1,824.35	2,955.89	18,252.06	3,200.52
Hernando	22,138.70	244.63	355.94	4,304.15	11,604.38	5,629.60
Hillsboro'gh	291,300.17	8,355.64	108.89	64,850.74	136,449.11	81,535.79
Holmes	48,607.26	21,462.83	1,730.52	2,521.95	17,879.57	5,432.97
Jackson	55,479.61	523.42	1,963.33	4,810.48	43,129.31	5,053.07
Jefferson	27,132.87	.....	5.00	2,320.84	11,970.27	12,836.76
Lafayette	49,122.20	1,370.93	5,143.09	5,192.70	22,223.15	15,192.33
Lake	58,704.00	1,776.45	2,025.87	14,278.03	33,586.36	7,037.29
Lee	76,312.54	1,666.07	9,833.00	16,681.48	39,391.92	8,740.07
Leon	35,430.53	90.00	1,887.69	1,999.96	27,168.93	4,283.95
Levy	43,368.12	6,970.72	1,391.82	5,653.16	19,213.38	10,139.04
Liberty	9,925.93	61.50	321.10	246.95	7,181.32	2,115.06
Madison	36,857.60	.....	2,133.57	2,750.44	24,535.54	7,438.05
Manatee	96,639.15	9,685.23	2,692.66	12,106.47	48,759.93	23,414.86
Marion	85,795.23	447.57	475.65	13,378.40	40,721.84	30,771.77
Monroe	34,212.41	.....	442.07	.....	23,921.71	9,848.63
Nassau	19,946.30	44.33	774.01	2,563.00	14,468.78	2,096.18
Okaloosa	31,417.79	171.83	2,140.74	1,096.60	19,482.17	8,526.45
Orange	117,587.29	39,459.58	.....	18,052.96	52,237.65	7,837.10
Osceola	41,981.43	415.62	3,636.88	4,227.83	27,456.74	6,244.36
Palm Beach ..	111,085.08	16,813.57	7,285.69	27,886.29	37,600.66	21,498.47
Pasco	45,482.44	7,826.25	118.07	8,883.89	20,544.46	8,109.77
Pinellas	371,438.12	50,498.81	.....	40,361.42	69,900.83	210,677.06
Polk	181,445.80	29,031.87	7,452.22	34,447.21	93,845.68	16,668.82
Putnam	43,173.71	4,275.26	3,649.39	7,559.69	24,780.75	2,908.62
St. Johns	36,411.59	.....	359.88	1,087.96	26,444.82	8,518.93
St. Lucie	87,632.91	16,911.77	13,437.86	16,777.87	23,949.49	16,555.92
Santa Rosa ..	44,148.77	317.50	3,610.67	2,831.98	29,240.07	8,148.55
Seminole	69,013.84	28,632.48	.....	9,868.97	22,397.68	8,114.71
Sumter	25,138.81	605.00	302.08	6,791.98	10,940.95	6,498.80
Suwannee	42,870.22	562.45	6,939.16	8,955.62	19,970.27	6,448.72
Taylor	37,001.78	591.74	2,854.23	10,385.42	16,260.86	6,909.53
Volusia	418,808.65	287,255.91	9,550.59	19,252.08	68,439.58	34,310.49
Wakulla	7,933.05	52.25	20.70	1,055.10	5,405.54	1,399.46
Walton	48,111.09	931.35	10,245.57	5,798.84	27,559.54	3,575.79
Washington ..	25,292.74	221.88	832.91	2,976.78	15,836.20	5,424.97

TABLE XXIII—School Expenditures by Races.
PART II—Negro.

1916-1917 Counties.	Total.	For Additions to Prop- erty and Equipment.		For Schools Proper.		For Admin- istration Prorated on Cost of Schools Proper.
		District Funds	County Funds	District Funds	County Funds	
In State	\$389,802.89	\$77,603.80	\$12,585.97	\$15,765.00	\$228,372.23	\$55,475.89
Alachua	8,716.56	.....	.....	.....	6,934.29	1,782.27
Baker	298.49	.....	.....	.....	255.00	43.49
Bay	1,042.82	.....	.....	.....	990.00	52.82
Bradford	2,750.67	.....	4.96	.....	2,336.00	409.71
Brevard	6,261.97	26.95	580.05	1,262.95	878.00	3,514.02
Broward	4,241.18	26.50	414.36	534.09	1,726.60	1,539.63
Calhoun	1,113.44	.....	.....	12.15	791.00	310.29
Citrus	991.37	.....	.....	.....	840.00	151.37
Clay	2,806.50	.....	1.28	774.50	1,956.46	74.26
Columbia	4,703.12	.....	.....	530.00	4,105.00	68.12
Dade	7,538.32	.....	41.00	685.00	5,441.52	1,370.80
DeSoto	3,971.21	1.00	.....	33.59	2,790.00	1,146.62
Duval	90,624.01	58,745.74	55.20	.....	30,363.07	1,460.00
Escambia	16,516.14	.....	3.50	110.00	16,156.51	246.13
Franklin	1,832.27	.....	.....	.....	1,332.50	499.77
Gadsden	5,728.76	.....	2,000.93	.....	3,465.00	262.83
Hamilton	1,589.39	.....	.....	125.00	1,260.00	204.39
Hernando	2,209.11	.....	.....	.....	1,542.45	666.66
Hillsborough	20,647.89	2,394.47	.....	1,472.63	11,470.00	5,310.79
Holmes	649.31	.....	.....	10.00	500.00	139.31
Jackson	8,362.14	.....	.....	.....	8,274.75	87.39
Jefferson	3,316.97	.....	.....	27.50	3,027.50	261.97
Lafayette	1,505.57	.....	25.00	.....	945.85	534.72
Lake	5,243.45	.....	609.61	.....	4,021.90	611.94
Lee	1,993.04	.....	439.67	15.00	1,360.00	178.37
Leon	10,663.33	.....	32.64	.....	9,409.44	1,221.25
Levy	4,276.92	.....	.....	22.52	4,100.00	154.40
Liberty	1,087.12	.....	288.99	.....	710.00	88.13
Madison	3,555.57	.....	52.77	45.00	2,631.35	826.45
Manatee	4,708.41	.....	9.32	.....	3,466.73	1,232.36
Marion	16,166.03	7.27	246.82	1,266.00	14,017.95	627.99
Monroe	4,843.33	.....	278.66	.....	4,415.17	149.50
Nassau	6,351.30	.....	.....	988.75	4,216.94	1,145.61
Okaloosa	1,145.27	.....	.....	.....	790.00	355.27
Orange	12,790.29	687.10	.....	2,571.63	8,360.50	1,171.06
Osceola	3,039.96	.....	125.00	35.00	2,409.95	470.01
Palm Beach	19,597.45	10,889.77	1,194.29	1,023.56	4,620.40	1,869.43
Pasco	1,285.42	.....	.....	.....	1,034.60	250.82
Pinellas	16,433.27	.....	.....	485.00	4,860.00	11,088.27
Polk	13,017.64	2,300.00	.....	.....	9,463.00	1,254.64
Putnam	8,969.96	25.00	38.19	1,172.14	7,007.47	727.16
St. Johns	6,146.11	.....	2.55	210.00	4,188.72	1,744.84
St. Lucie	3,041.50	.....	.....	613.19	1,556.95	871.36
Santa Rosa	1,914.52	.....	268.00	.....	1,307.00	339.52
Seminole	10,638.93	2,500.00	.....	167.75	5,942.50	2,028.68
Sumter	1,945.41	.....	.....	.....	1,456.25	489.16
Suwannee	5,165.93	.....	.....	40.00	4,162.33	963.60
Taylor	837.40	.....	513.86	.....	253.75	69.79
Volusia	20,992.60	.....	5,285.07	1,482.05	9,985.86	4,239.62
Wakulla	1,946.40	.....	.....	50.00	1,546.54	349.86
Walton	1,513.99	.....	.....	.....	1,365.00	148.99
Washington	3,075.18	.....	74.25	.....	2,330.43	670.50

TABLE XXIV—School Expenditures Per Capita: Of Population, of Youth of School Age, of of Pupils Enrolled, of Pupils in Daily Attendance.
Amounts given in dollars and cents, the \$ being omitted.

1916-1917 Counties.	Of Population.			Of Youths of School Age.			Of Pupils Enrolled			Of Pupils in Daily Attendance.		
	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.
In State	5.46	8.50	1.04	16.87	25.51	3.21	26.52	35.74	6.29	37.07	49.58	9.02
Alachua	3.00	6.12	.44	8.13	14.55	1.20	13.55	22.09	2.51	17.88	29.06	3.32
Baker	3.49	4.11	.33	8.55	10.13	.82	12.50	14.00	1.87	22.38	24.44	3.68
Bay	3.53	5.00	.25	11.43	16.51	.76	20.63	23.67	2.98	30.24	34.90	4.24
Bradford	2.39	3.09	.63	6.28	8.36	1.43	9.87	11.94	2.93	14.64	17.69	4.37
Brevard	27.71	38.45	2.69	93.97	126.09	9.65	124.62	157.91	15.23	163.73	214.40	18.20
Broward	10.49	14.65	2.39	38.91	51.32	10.00	46.28	57.27	14.09	65.10	81.46	19.19
Calhoun	5.08	6.70	.43	13.36	19.26	1.28	17.31	20.80	2.62	26.78	32.56	3.90
Citrus	6.69	11.54	.45	21.29	33.82	1.52	25.44	35.56	2.31	32.97	40.65	2.53
Clay	3.25	4.45	.92	9.48	13.44	3.02	16.98	20.95	7.16	24.98	31.10	10.28
Columbia	2.72	4.97	.56	7.32	14.06	1.46	9.55	16.98	2.05	13.63	24.43	2.90
Dade	8.83	12.68	.87	30.08	40.72	3.40	45.70	51.35	10.33	53.56	58.32	15.54
DeSoto	7.65	8.95	1.08	24.29	27.58	3.66	32.30	35.38	6.31	41.64	48.66	8.19
Duval	9.59	15.01	1.80	32.76	64.47	6.98	65.34	86.99	19.07	92.51	120.57	28.80
Escambia	3.71	5.30	1.02	11.07	14.70	3.53	20.85	26.62	7.20	27.26	32.82	9.14
Franklin	3.11	5.38	.69	10.04	17.07	2.23	20.99	28.50	6.54	28.74	38.20	9.35
Gadsden	1.75	4.62	.36	4.72	14.10	.93	7.69	16.84	1.78	11.55	22.96	2.86
Hamilton	2.18	3.73	.28	5.81	10.89	.67	14.02	14.87	1.84	13.73	19.85	2.26
Hernando	3.65	6.52	.68	12.13	20.73	2.35	19.60	26.08	5.67	28.81	37.46	9.09
Hillsborough	3.58	4.25	1.10	12.14	13.92	4.32	21.48	23.57	9.09	26.45	28.81	12.23
Holmes	3.36	3.74	.40	9.18	10.05	1.23	12.19	12.67	3.18	20.50	21.33	5.24
Jackson	1.72	2.88	.48	4.49	7.59	1.20	9.18	13.81	2.84	11.61	18.44	3.39
Jefferson	1.87	6.95	.27	4.59	18.44	.64	7.53	27.38	1.09	10.68	38.71	15.42
Lafayette	6.18	7.33	1.01	17.21	20.00	3.12	25.38	27.71	6.79	41.70	46.04	10.24
Lake	4.88	7.01	1.10	16.03	22.15	4.09	20.92	26.61	6.16	30.95	39.16	9.25
Lee	8.27	9.78	1.22	29.36	33.39	5.23	37.79	40.94	9.58	52.91	56.61	15.10
Leon	2.26	6.71	.77	6.34	21.04	1.92	9.03	24.40	2.92	13.40	33.52	4.56
Levy	3.81	6.67	.71	11.30	19.07	2.20	18.46	27.07	4.62	26.59	38.00	6.64
Liberty	2.19	3.73	.46	6.23	10.14	1.38	10.00	12.50	3.53	14.11	17.69	4.94
Madison	2.22	4.34	.36	6.00	13.03	.91	7.16	14.65	1.11	11.38	23.49	1.79
Manatee	6.07	8.16	.95	20.35	26.93	3.39	29.42	34.82	7.04	38.97	45.46	9.91
Marion	3.42	6.93	.97	10.01	21.64	2.60	14.35	29.06	3.96	20.49	37.42	6.02
Monroe	1.94	2.26	.97	6.47	7.94	2.84	15.72	18.43	7.70	23.41	26.26	13.27
Nassau	2.61	3.75	1.33	7.91	10.63	4.20	11.62	15.03	6.78	16.37	21.11	9.61
Okaloosa	3.23	4.40	.39	9.21	12.10	1.22	13.33	14.81	3.57	19.70	22.36	4.58
Orange	8.17	11.27	2.81	27.53	34.51	7.77	35.59	46.84	11.09	48.32	63.73	15.00
Osceola	3.77	4.12	1.73	13.73	15.46	5.39	25.18	27.89	10.74	33.95	37.58	14.55
Palm Beach	11.91	14.86	5.66	33.80	42.63	15.55	47.11	57.02	23.72	66.46	78.84	35.28
Pasco	4.54	5.82	.49	14.82	17.90	1.77	22.56	26.51	3.60	30.79	35.81	5.16
Pinellas	19.69	25.06	3.37	72.33	86.00	12.58	87.13	98.83	23.68	121.43	132.25	43.02
Polk	4.81	6.50	1.05	14.55	19.51	3.20	24.44	27.68	9.28	32.11	36.89	11.46
Putnam	3.09	5.03	1.08	10.58	17.50	3.64	17.00	27.15	6.07	23.91	37.22	8.79
St. Johns	3.09	4.36	1.14	10.94	15.41	4.03	17.20	22.54	7.63	23.13	29.64	10.04
St. Lucie	9.42	12.31	1.21	30.70	39.33	4.30	42.10	50.45	7.29	56.57	68.46	9.41
Santa Rosa	3.15	4.35	.44	8.95	11.67	1.40	14.13	15.51	3.45	20.59	23.80	5.04
Seminole	7.65	12.44	2.19	26.59	45.67	7.16	39.83	63.96	11.55	52.13	79.90	16.02
Sumter	3.49	4.94	.73	10.07	14.32	2.08	12.94	16.88	3.21	17.31	23.11	4.08
Suwannee	2.26	3.38	.58	5.98	9.47	1.47	9.01	12.91	2.57	12.85	19.14	3.58
Taylor	3.24	5.55	.17	10.92	16.72	1.11	20.23	20.71	10.09	34.81	35.65	17.09
Volusia	18.71	29.95	2.20	64.37	105.92	7.28	95.38	138.63	13.19	126.34	190.80	16.32
Wakulla	1.21	2.17	.43	2.95	5.71	.99	7.19	11.14	2.94	8.67	16.16	4.66
Walton	3.54	4.72	.40	10.07	13.27	1.16	14.06	16.18	2.76	21.05	24.20	4.10
Washington	2.50	3.05	1.01	6.50	7.90	2.65	8.27	9.97	3.44	12.54	15.52	5.11

TABLE XXV—Number of Visits by County Superintendents to Schools, One Hour or Longer; (b) Percentage County Superintendent's Salary is of Total Paid His Teachers; (c) Number of Pupils Transported; Total Cost and Cost Per Pupil.

1916-1917 Counties.	Visits by County Superintendents to Schools.				Transportation of Pupils.		
	Both.	White	Negro.	Percentage His Salary of Total Paid Teachers.	Total Paid For Transportation.	No. of Pupils Transported.	Average Cost Per Pupil.
In State	3,208	2,850	358	3.9	\$74,942.56	4,388	17.08
Alachua	75	65	10	2.9	1,566.05	130	12.04
Baker	75	75	.....	7.3	396.00	38	10.42
Bay	50	50	.....	4.6	299.00	20	14.50
Bradford	55	44	11	4.3	.....	.....	.....
Brevard	32	27	5	5.2	2,963.51	132	22.45
Broward	46	35	11	8.9	2,859.25	121	23.63
Calhoun	34	34	.....	7.4	.....	.....	.....
Citrus	89	78	11	8.	996.60	52	19.16
Clay	29	28	1	7.2	604.80	40	15.12
Columbia	63	63	.....	3.4	44.90	18	2.49
Dade	21	20	1	2.7	7,944.63	376	20.96
DeSoto	64	64	.....	2.5	5,882.41	291	20.21
Duval	125	108	17	2.1	7,397.21	362	20.43
Escambia	91	71	20	2.7	551.00	45	12.24
Franklin	17	11	6	9.	.....	.....	.....
Gadsden	143	100	43	4.1	.....	.....	.....
Hamilton	106	106	.....	5.7	.....	.....	.....
Hernando	30	30	.....	8.2	629.70	46	13.68
Hillsborough	65	65	.....	2.2	474.45	54	8.78
Holmes	35	30	5	5.2	.....	.....	.....
Jackson .....	.....	.....	.....	3.	.....	.....	.....
Jefferson	57	57	.....	8.2	2,172.70	274	7.92
Lafayette	12	12	.....	5.1	447.05	31	14.42
Lake	112	90	22	3.3	1,159.25	50	23.18
Lee	48	48	.....	4.6	1,561.15	82	19.03
Leon	32	28	4	5.6	608.85	45	13.53
Levy	27	27	.....	4.9	20.80	2	10.40
Liberty	18	13	5	10.3	10.10	2	5.05
Madison	152	147	5	6.	1,403.46	133	10.55
Manatee	47	47	.....	3.2	342.10	24	14.25
Marion	77	63	14	3.2	161.05	79	2.04
Monroe	18	18	.....	6.2	.....	.....	.....
Nassau	50	35	15	5.8	325.00	29	11.20
Okaloosa	53	46	7	5.9	.....	.....	.....
Orange	66	53	13	2.9	4,806.27	593	8.10
Osceola	45	42	3	4.9	276.25	18	15.34
Palm Beach .....	.....	.....	.....	5.5	8,367.80	262	31.93
Pasco	27	26	1	5.7	2,080.70	130	16.00
Pinellas	168	154	14	3.6	2,260.59	107	21.03
Polk	88	80	8	3.2	7.80	1	7.80
Putnam	33	33	.....	4.2	1,631.55	93	17.54
St. Johns	52	48	4	5.5	600.00	60	10.00
St. Lucie	116	99	17	5.7	4,927.45	151	32.63
Santa Rosa	63	63	.....	4.9	.....	.....	.....
Seminole	126	98	28	5.3	4,800.75	246	19.51
Sumter	71	71	.....	6.8	16.00	8	2.00
Suwannee	75	70	5	5.	.....	.....	.....
Taylor	69	69	.....	6.	643.50	57	11.29
Volusia	67	48	19	2.9	3,540.92	176	20.11
Wakulla	90	64	26	7.7	36.90	5	7.38
Walton	70	63	7	5.	135.00	8	16.87
Washington	34	34	.....	6.	.....	.....	.....

TABLE XXVI—PART I—Patent Desks.

1916-1917 Counties.	Patent Desks in Use.						
	Single.				Double.		
	Grand Total Desks.	Total.	For White.	For Negroes.	Total.	For White.	For Negroes.
In State	145,913	105,760	99,131	6,629	40,153	28,037	12,116
Alachua	5,153	2,803	2,618	185	2,350	1,250	1,100
Baker	815	100	100	.....	715	645	70
Bay	2,128	1,685	1,685	.....	443	443	.....
Bradford	2,874	1,938	1,855	83	936	772	164
Brevard	1,655	1,483	1,274	209	172	65	107
Broward	1,278	1,278	997	281	.....	.....	.....
Calhoun	1,676	1,676	1,676	.....	.....	.....	.....
Citrus	922	351	351	.....	571	529	42
Clay	1,060	436	411	25	624	499	125
Columbia	2,487	1,498	1,394	104	989	644	345
Dade	5,456	5,426	4,801	625	30	.....	30
DeSoto	4,825	3,482	3,459	23	1,343	1,093	250
Duval	11,066	8,692	8,590	102	2,374	766	1,608
Escambia	6,001	4,238	4,047	191	1,763	951	812
Franklin	443	308	302	6	135	110	25
Gadsden	1,178	937	937	.....	241	201	40
Hamilton	1,264	544	544	.....	720	720	.....
Hernando	815	570	570	.....	245	245	.....
Hillsborough ..	15,858	13,749	12,954	795	2,109	1,406	703
Holmes	2,314	1,722	1,722	.....	592	592	.....
Jackson	3,134	2,934	2,888	46	200	125	75
Jefferson	1,198	498	454	44	700	412	288
Lafayette	1,195	28	28	.....	1,167	1,167	.....
Lake	2,014	1,362	1,303	59	652	401	251
Lee	2,226	2,087	2,042	45	139	66	73
Leon	2,291	836	769	67	1,455	572	883
Levy	842	381	364	17	461	425	36
Liberty	605	569	569	.....	36	36	.....
Madison	2,480	1,565	1,565	.....	915	595	320
Manatee	2,949	2,334	2,334	.....	615	495	120
Marion	4,559	2,457	2,260	197	2,102	662	1,440
Monroe	2,090	1,700	1,700	.....	390	70	320
Nassau	1,429	437	362	75	992	617	375
Okaloosa	992	.....	.....	.....	992	992	.....
Orange	3,035	2,631	2,288	343	404	198	206
Osceola	1,590	1,314	1,234	80	276	254	22
Palm Beach....	2,057	2,036	1,840	196	21	10	11
Pasco	1,600	906	906	.....	694	617	77
Pinellas	5,107	4,888	4,529	359	219	.....	219
Polk	7,763	5,463	5,376	87	2,300	1,968	332
Putnam	3,616	2,305	1,780	525	1,311	1,185	126
St. Johns.....	2,204	1,990	1,796	194	214	7	207
St. Lucie	2,878	2,788	2,470	318	90	64	26
Santa Rosa....	1,943	408	399	9	1,535	1,456	79
Seminole	1,688	1,523	1,068	455	165	39	126
Sumter	1,552	878	878	.....	674	438	236
Suwannee	2,730	942	942	.....	1,788	1,774	14
Taylor	1,638	1,150	1,130	20	488	428	60
Volusia	4,332	3,897	3,118	779	435	104	331
Wakulla	844	333	333	.....	511	271	240
Walton	2,345	897	897	.....	1,448	1,389	59
Washington	1,719	1,307	1,222	85	412	269	143

TABLE XXVI—PART II—Square Yards of Blackboards in Use and Volumes in Library.

1916-1917 Counties.	Square Yards Good Blackboard.			Volumes in Library.		
	Total.	For Whites.	For Negroes.	Total.	For Whites.	For Negroes.
In State	79,675	69,837	9,838	102,446	99,378	3,068
Alachua	2,023	1,578	445	7,724	7,724	.....
Baker	333	297	36	326	326	.....
Bay	839	834	5	500	500	.....
Bradford	1,268	1,142	126	1,152	1,152	.....
Brevard	1,496	1,384	112	802	802	.....
Broward	714	651	63	1,277	1,250	27
Calhoun	567	567	.....	798	798	.....
Citrus	998	943	55	450	450	.....
Clay	493	435	58	431	431	.....
Columbia	961	755	206	1,130	1,130	.....
Dade	2,029	1,891	138	4,314	4,314	.....
DeSoto	2,511	2,300	211	6,418	6,318	100
Duval	5,527	4,452	1,075	2,191	2,116	75
Escambia	2,708	2,278	430	2,041	2,010	31
Franklin	313	288	25	877	877	.....
Gadsden	564	544	20	1,185	1,185	.....
Hamilton	660	660	.....	850	850	.....
Hernando	686	616	70	.....	.....	.....
Hillsborough	7,382	6,746	636	7,454	7,398	56
Holmes	739	721	18	1,679	1,679	.....
Jackson	1,573	1,452	121	775	775	.....
Jefferson	763	544	219	632	632	.....
Lafayette	940	940	.....	4,544	4,544	.....
Lake	1,577	1,364	213	2,455	2,445	10
Lee	1,008	1,008	.....	4,664	4,664	.....
Leon	2,306	1,781	525	962	962	.....
Levy	858	652	206	620	620	.....
Liberty	342	296	46	87	87	.....
Madison	1,310	1,200	110	1,035	1,035	.....
Manatee	1,354	1,295	59	2,094	1,944	150
Marion	3,021	2,330	691	2,926	2,869	57
Monroe	3,102	2,502	600	2,450	2,450	.....
Nassau	360	277	83	150	150	.....
Okaloosa	380	380	.....	.....	.....	.....
Orange	1,651	1,483	168	3,393	3,254	139
Osceola	577	549	28	1,718	1,718	.....
Palm Beach	1,498	1,407	91	3,166	3,161	5
Pasco	968	946	22	2,093	2,093	.....
Pinellas	3,047	2,797	250	6,540	5,741	799
Polk	3,577	3,397	180	4,063	3,963	100
Putnam	2,102	1,516	586	1,999	799	1,200
St. Johns	1,366	1,056	310	682	669	13
St. Lucie	1,488	1,305	183	3,511	3,496	15
Santa Rosa	863	799	64	713	713	.....
Seminole	1,450	1,215	235	1,575	1,415	160
Sumter	830	830	.....	507	507	.....
Suwannee	1,417	1,167	250	929	929	.....
Taylor	578	547	31	2,523	2,523	.....
Volusia	5,228	4,595	633	3,841	3,710	131
Wakulla	281	195	86	.....	.....	.....
Walton	638	614	24	200	200	.....
Washington	411	316	95	.....	.....	.....

TABLE XXVII—Value of All Public School Property Owned by County Boards and District Trustees.
PART I—Lots and Buildings and Total, Including Equipment.

Counties. 1916-1917	Totals Including Lots, Buildings and Equipment.	Totals of Lots and Buildings.	Lots.		Buildings.	
			For Whites.	For Negroes.	For Whites.	For Negroes.
In State	\$9,107,219	\$8,202,021	\$1,421,473	\$95,003	\$6,305,479	\$380,066
Alachua	412,436	364,955	66,875	3,095	255,550	39,435
Baker	17,293	12,930	955	100	11,075	800
Bay	73,756	67,160	8,585	250	57,575	750
Bradford	124,795	103,470	13,365	850	85,800	3,455
Brevard	70,773	65,695	13,300	900	46,395	5,100
Broward	103,790	94,900	8,200	900	83,800	2,000
Calhoun	25,020	18,840	1,960	.....	16,880	.....
Citrus	16,015	14,025	1,350	625	10,350	1,700
Clay	44,159	38,715	6,340	1,175	27,950	3,250
Columbia	116,191	100,307	7,284	773	84,590	7,660
Dade	668,170	626,950	274,400	2,850	343,600	6,100
DeSoto	346,704	307,125	43,395	740	261,440	1,550
Duval	1,025,650	986,668	145,770	6,115	805,200	29,583
Escambia	213,016	188,020	36,395	3,175	129,550	18,900
Franklin	40,305	36,100	2,600	800	29,700	3,000
Gadsden	78,485	71,150	13,825	800	54,525	2,000
Hamilton	48,680	38,650	3,950	.....	34,700	.....
Hernando	47,335	38,390	2,865	575	32,750	2,200
Hillsborough	1,109,903	1,017,675	146,725	15,225	810,050	45,675
Holmes	57,970	47,385	4,100	150	42,785	350
Jackson	90,685	76,585	3,620	265	68,300	4,400
Jefferson	54,511	48,671	11,205	515	33,426	3,525
Lafayette	64,900	46,135	1,635	50	43,450	1,000
Lake	187,007	173,270	28,945	1,000	135,425	7,900
Lee	201,009	176,825	39,775	600	134,450	2,000
Leon	114,858	97,210	8,890	1,120	74,400	12,800
Levy	22,990	16,620	2,645	425	10,760	2,790
Liberty	11,071	9,405	1,545	100	7,325	435
Madison	75,535	62,080	6,970	1,255	50,505	3,350
Manatee	175,834	156,060	27,085	800	121,175	7,000
Marion	209,963	189,690	19,155	6,340	138,855	25,340
Monroe	143,365	136,750	40,800	8,000	82,450	5,500
Nassau	33,702	32,217	1,392	175	27,860	2,790
Okaloosa	29,766	26,410	2,485	.....	23,925	.....
Orange	199,286	182,667	27,992	1,350	144,700	8,625
Osceola	74,173	63,545	10,020	600	50,550	2,375
Palm Beach	268,768	239,274	41,308	1,350	182,108	14,508
Pasco	92,265	80,595	5,570	200	73,675	1,150
Pinellas	379,515	336,100	83,250	6,450	224,500	21,900
Polk	418,790	367,845	30,045	2,125	319,225	7,450
Putnam	69,256	61,480	13,540	8,805	31,525	7,610
St. Johns	159,328	148,195	34,285	2,960	103,750	7,200
St. Lucie	243,496	219,325	22,700	1,300	190,100	5,225
Santa Rosa	80,650	69,030	10,590	290	57,300	850
Seminole	121,390	104,550	17,350	3,570	69,650	13,980
Sumter	66,940	58,090	4,885	305	51,100	1,800
Suwannee	111,683	99,730	6,550	380	87,600	5,200
Taylor	60,714	48,350	3,190	110	44,350	700
Volusia	524,198	479,875	85,512	4,585	366,828	22,950
Wakulla	16,958	14,190	780	160	10,600	2,650
Walton	109,552	96,377	12,015	410	82,997	955
Washington	53,628	45,765	4,505	310	38,350	2,600

TABLE XXVII—Value of All Public School Property Owned by County Boards and District Trustees.

PART II—Furniture, Apparatus and Libraries.

1916-1917 Counties.	Total.	Furniture.		Apparatus.		Libraries.	
		White.	Negro.	White.	Negro.	White.	Negro.
In State	\$905,198	\$601,005	\$57,884	\$141,340	\$6,882	\$95,529	\$2,168
Alachua	47,481	28,566	7,565	4,470	175	6,705	.....
Baker	4,363	3,470	300	305	28	260	.....
Bay	6,596	6,215	.....	106	.....	275	.....
Bradford	21,325	15,445	1,070	2,445	50	2,305	10
Brevard	5,078	3,180	625	500	21	737	15
Broward	8,890	5,225	950	1,795	.....	900	20
Calhoun	6,180	4,585	.....	790	.....	805	.....
Citrus	1,990	1,200	75	420	25	270	.....
Clay	5,444	4,785	.....	220	.....	439	.....
Columbia	15,884	10,325	1,481	2,971	61	1,036	10
Dade	41,220	26,070	840	11,220	25	3,065	.....
DeSoto	39,579	26,552	710	5,736	5	6,496	80
Duval	38,982	25,824	5,325	4,744	37	2,977	75
Escambia	24,996	16,440	2,510	3,310	30	2,686	20
Franklin	4,205	3,110	390	235	.....	470	.....
Gadsden	7,335	5,135	200	915	25	1,060	.....
Hamilton	10,030	7,740	.....	1,240	.....	1,050	.....
Hernando	8,945	5,665	675	1,320	220	1,065	.....
Hillsborough	92,228	69,612	5,210	12,026	500	4,850	30
Holmes	10,585	8,736	35	674	.....	1,140	.....
Jackson	14,100	12,500	200	400	.....	1,000	.....
Jefferson	5,840	4,510	655	50	.....	625	.....
Lafayette	18,765	8,400	225	4,200	10	5,930	.....
Lake	13,787	8,050	660	3,121	40	1,856	10
Lee	24,184	16,870	300	3,181	.....	3,833	.....
Leon	17,648	12,805	1,326	1,880	50	1,512	75
Levy	6,370	4,465	685	745	90	385	.....
Liberty	1,666	1,268	43	181	2	168	4
Madison	13,455	9,335	410	1,900	140	1,670	.....
Manatee	19,774	13,672	435	3,695	90	1,832	50
Marion	20,270	10,133	3,576	3,287	777	2,331	166
Monroe	6,615	4,315	600	450	50	1,200	.....
Nassau	1,485	992	180	253	25	35	.....
Okaloosa	3,356	3,015	.....	283	.....	58	.....
Orange	16,619	11,110	1,054	1,625	30	2,758	41
Osceola	10,628	6,380	250	2,243	45	1,710	.....
Palm Beach	29,494	15,221	733	9,177	398	3,955	10
Pasco	11,670	8,150	375	1,508	75	1,562	.....
Pinellas	43,415	18,500	1,950	14,850	1,700	6,290	725
Folk	50,945	39,265	1,660	7,615	120	2,255	30
Putnam	7,776	4,795	471	896	54	960	600
St. Johns	11,133	5,840	1,375	3,000	207	676	35
St. Lucie	24,171	13,895	975	5,780	50	3,430	41
Santa Rosa	11,620	9,160	315	1,395	105	645	.....
Seminole	16,840	13,065	1,615	955	250	875	80
Sumter	8,850	6,410	455	900	.....	1,085	.....
Suwannee	11,953	7,650	1,070	1,970	183	1,080	.....
Taylor	12,364	7,235	275	2,251	15	2,588	.....
Volusia	44,323	27,835	6,030	4,946	935	4,537	40
Wakulla	2,768	1,810	365	248	110	235	.....
Walton	13,175	10,719	73	1,767	4	612	.....
Washington	7,863	5,755	587	1,146	125	250	.....

TABLE XXVII—(a) Number and Kind of School Buildings Owned by County Boards and District Trustees; (b) Number of Rooms in Buildings.

1916-1917 Counties.	Public School Buildings.											Number of Rooms in Buildings.		
	Grand Total.	Frame.			Brick.			Concrete.			Total.	For Whites.	For Negroes.	
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.				
In State	2,707	2,493	1,874	619	174	170	4	40	38	2	6,026	4,922	1,104	
Alachua	115	108	64	44	7	7					260	179	81	
Baker	28	28	25	3							51	46	5	
Bay	33	31	28	3	2	2					77	74	3	
Bradford	61	57	46	11	4	4					132	114	18	
Brevard	32	32	26	6							69	56	13	
Broward	13	9	4	5				4	4		49	41	8	
Calhoun	30	30	30								53	53		
Citrus	19	28	22	6	1	1					58	58	8	
Clay	37	36	28	8	1	1					55	43	12	
Columbia	83	81	53	28	2	2					135	91	44	
Dade	27	10	5	5				17	17		157	142	15	
DeSoto	85	74	65	9	10	10		1	1		250	240	10	
Duval	76	60	40	20	16	15	1				357	309	48	
Escambia	76	71	52	19	4	4		1		1	209	160	49	
Franklin	6	5	3	2	1	1					55	47	8	
Gadsden	51	48	25	23	3	3					105	78	27	
Hamilton	48	47	47		1	1					72	72		
Hernando	27	26	17	9	1	1					47	36	11	
Hillsborough	89	71	56	15	18	16	2				405	356	49	
Holmes	61	60	58	2	1	1					98	92	6	
Jackson	123	120	74	46	3	3					215	149	66	
Jefferson	32	31	19	12	1	1					65	49	16	
Lafayette	48	47	46	1				1	1		73	71	2	
Lake	58	52	36	16	5	5		1	1		132	108	24	
Lee	35	31	30	1	4	4					93	89	4	
Leon	82	80	37	43	2	2					117	68	49	
Levy	64	62	42	20	2	2					91	67	24	
Liberty	22	22	20	2							33	28	5	
Madison	64	61	53	8	3	3					103	91	12	
Manatee	49	42	41	1	6	6		1	1		54	46	8	
Marion	114	109	58	51	5	5					216	138	78	
Monroe	11	9	8	1				2	2		58	48	10	
Nassau	64	61	48	13	3	3					90	69	21	
Okaloosa	48	47	47		1	1					68	68		
Orange	39	36	28	8	3	3					116	91	25	
Oscola	26	24	22	2	2	2					60	54	6	
Okaloosa	48	47	47		1	1					68	68		
Palm Beach	28	20	18	2	7	7		1	1		111	94	17	
Pasco	37	33	30	3	4	4					78	72	6	
Pineillas	34	12	9	3	18	17	1	4	3	1	202	176	26	
Polk	96	83	68	15	12	12		1	1		209	175	34	
Putnam	57	56	33	23	1	1					90	48	42	
St. Johns	38	37	28	9	1	1					95	76	19	
St. Lucie	41	37	32	5	4	4					109	101	8	
Santa Rosa	58	57	54	3	1	1					95	90	5	
Seminole	23	21	10	11	2	2					80	44	36	
Sumter	32	28	19	9	2	2		2	2		77	64	13	
Suwannee	101	99	67	32	1	1		1	1		142	104	38	
Taylor	45	44	42	2	1	1					74	71	3	
Volusia	57	49	30	19	5	5		3	3		186	143	43	
Wakulla	38	38	23	15							45	29	16	
Walton	70	68	58	10	2	2					132	120	12	
Washington	64	63	46	17	1	1					97	76	21	

CHAPTER IV.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR THE SCHOOL YEAR 1917-1918.

TABULATED.

In this Chapter will be found the data for the school year from July 1, 1917, to June 30, 1918, furnished by the County Superintendents of Public Instruction, compiled and tabulated.

These statistics have been compiled with great care and labor, and though some items may be in part erroneous, they are as a whole reliable, and errors, if any, are due to failure of County Superintendents to properly record the necessary information.

The population and the school population in Table I are estimated, using the State census of 1915, as a basis and making only such additions thereto as the known growth of the State fully warranted. The figures given may be relied on as being substantially correct.

The lesser number of pupils enrolled and the smaller average attendance for this school year, as compared with the previous year, can be accounted for only by the conditions growing out of the war, which caused many of the older children to be taken from the schools, to supply the demand for labor, and on account of the high rate of wages that prevailed.

TABLE I—Total Population and School Population, Estimated from State Census of 1915.

1917-1918 Counties.	Total Population.			School Population (6 to 21)		
	Total.	White.	Negro.	Total.	White.	Negro.
In State	987,733	605,795	381,938	319,954	196,321	123,633
Alachua	36,684	16,601	20,083	13,586	6,988	6,598
Baker	5,364	4,443	921	2,173	1,804	369
Bay	13,918	9,609	4,309	4,304	2,908	1,396
Bradford	16,984	12,233	4,751	6,448	4,510	1,938
Brevard	7,931	5,550	2,381	2,342	1,688	654
Broward	6,076	4,073	2,003	1,527	1,093	434
Calhoun	7,663	5,237	2,426	2,837	1,961	876
Citrus	5,372	3,085	2,287	1,727	1,056	671
Clay	7,684	4,611	3,073	2,462	1,527	935
Columbia	16,344	8,096	8,248	6,041	2,826	3,215
Dade	28,268	19,385	8,883	8,371	5,954	2,417
DeSoto	25,255	21,483	3,772	8,049	6,951	1,098
Duval	105,702	53,778	51,924	27,707	14,227	13,480
Escambia	44,249	27,773	16,476	14,821	10,003	4,818
Flagler	2,236	1,848	388	584	467	117
Franklin	5,584	2,884	2,700	1,741	910	831
Gadsden	23,613	7,682	15,931	8,731	2,509	6,222
Hamilton	12,996	7,137	5,859	4,869	2,447	2,422
Hernando	6,607	3,324	3,283	2,017	1,074	943
Hillsborough	88,980	69,972	19,008	26,216	21,330	4,886
Holmes	14,934	13,261	1,673	5,473	4,934	539
Jackson	37,336	19,691	17,645	14,528	7,448	7,080
Jefferson	16,427	3,960	12,467	6,705	1,495	5,210
Lafayette	8,348	6,836	1,512	3,002	2,508	494
Lake	13,504	8,609	4,895	4,044	2,725	1,319
Lee	9,617	7,961	1,656	2,720	2,332	388
Leon	20,578	5,337	15,241	7,313	1,701	5,612
Levy	12,621	6,571	6,050	4,257	2,297	1,960
Liberty	5,998	2,704	2,394	1,795	997	798
Madison	18,316	8,533	9,783	6,776	2,839	3,937
Manatee	16,875	11,843	5,032	5,029	3,629	1,400
Marion	30,290	12,684	17,606	10,334	4,044	6,290
Monroe	20,227	15,196	5,031	6,061	4,343	1,718
Nassau	10,142	5,441	4,701	3,358	1,830	1,528
Okaloosa	10,171	7,219	2,952	3,570	2,341	1,229
Okeechobee	2,664	2,341	323	810	704	106
Orange	16,118	10,554	5,564	4,774	3,109	1,665
Osceola	11,324	9,644	1,680	3,086	2,539	547
Palm Beach	11,178	7,655	3,523	4,056	2,804	1,252
Pasco	10,407	7,732	2,675	3,186	2,454	732
Pinellas	21,664	16,304	5,360	5,816	4,471	1,345
Polk	41,025	28,552	12,473	13,542	9,438	4,104
Putnam	17,020	8,688	8,332	4,979	2,499	2,480
St. Johns	12,209	7,063	5,146	3,462	2,019	1,443
St. Lucie	8,488	6,086	2,402	2,608	1,931	677
Santa Rosa	14,771	10,345	4,426	5,199	3,822	1,377
Seminole	10,621	5,691	4,930	3,055	1,552	1,503
Sumter	7,856	5,160	2,696	2,731	1,784	947
Suwannee	21,502	12,535	8,967	8,112	4,584	3,528
Taylor	11,808	6,732	5,076	3,503	2,739	764
Volusia	23,314	13,775	9,539	6,785	3,900	2,885
Wakulla	8,237	3,669	4,568	3,370	1,396	1,974
Walton	14,148	10,295	3,853	4,977	3,660	1,317
Washington	11,385	8,324	3,061	4,385	3,220	1,165

TABLE II—(a) School Population (6 to 21). Divided as to Races and Sexes; (b) Percentage Attended School.

1917-1918 Counties.	Total (6 to 21)	Whites.		Negroes.		Percentage Attended School.			
		Male.	Female.	Male.	Female.	Whites.		Negroes.	
						Male.	Female.	Male.	Female.
In State	319,954	98,408	97,913	60,693	62,940	70	71	44	51
Alachua	13,586	3,540	3,448	3,261	3,337	61	60	49	55
Baker	2,173	947	857	177	192	66	76	61	85
Bay	4,304	1,521	1,387	714	682	64	71	26	35
Bradford	6,448	2,239	2,271	940	998	72	67	43	48
Brevard	2,342	886	802	304	350	75	82	74	63
Broward	1,527	565	528	225	209	79	85	79	69
Calhoun	2,837	991	970	465	411	90	90	43	51
Citrus	1,727	506	550	328	343	79	86	75	67
Clay	2,462	775	752	461	474	60	65	36	47
Columbia	6,041	1,384	1,442	1,621	1,594	81	78	54	65
Dade	8,377	3,119	2,835	1,191	1,226	77	84	30	34
DeSoto	8,049	3,607	3,344	539	559	69	76	53	61
Duval	27,707	6,913	7,314	6,478	7,002	73	73	31	37
Escambia	14,821	4,782	5,221	2,411	2,407	56	54	30	47
Flagler	584	243	224	54	63	64	71	46	54
Franklin	1,741	463	447	425	406	49	57	26	40
Gadsden	8,731	1,266	1,243	2,971	3,251	84	88	52	54
Hamilton	4,869	1,215	1,232	1,193	1,229	68	69	32	42
Hernando	2,017	545	529	464	479	74	75	36	35
Hillsborough	26,216	10,755	10,575	2,404	2,482	59	61	39	45
Holmes	5,473	2,507	2,427	276	263	74	70	38	43
Jackson	14,528	3,744	3,704	3,580	3,500	71	70	50	63
Jefferson	6,705	757	738	2,612	2,598	67	65	34	37
Lafayette	3,002	1,274	1,234	251	243	72	68	33	39
Lake	4,044	1,368	1,357	609	710	73	73	64	57
Lee	2,720	1,144	1,158	190	198	69	72	46	60
Leon	7,313	861	840	2,797	2,815	89	88	57	67
Levy	4,257	1,178	1,119	988	972	74	72	40	51
Liberty	1,795	508	489	395	403	73	82	47	60
Madison	6,776	1,459	1,380	1,909	2,028	86	87	59	72
Manatee	5,029	1,842	1,787	676	724	74	80	46	59
Marion	10,354	2,092	1,952	3,035	3,255	72	76	57	60
Monroe	6,061	2,154	2,189	851	867	48	46	36	36
Nassau	3,358	945	885	684	844	68	71	52	50
Okaloosa	3,570	1,161	1,180	599	630	89	88	23	32
Okechobee	810	364	340	47	59	77	71	...	...
Orange	4,774	1,495	1,614	763	902	85	79	66	68
Osceola	3,086	1,209	1,240	264	283	52	59	43	50
Palm Beach	4,056	1,427	1,377	630	622	70	72	49	61
Pasco	3,186	1,215	1,239	356	376	70	68	20	24
Pinellas	5,816	2,176	2,295	653	692	93	88	5	63
Polk	13,542	4,659	4,779	2,056	2,048	66	67	33	37
Putnam	4,979	1,261	1,238	1,232	1,248	64	61	49	57
St. Johns	3,462	1,034	985	702	741	70	70	39	53
St. Lucie	2,608	940	991	331	346	69	74	43	60
Santa Rosa	5,199	1,866	1,956	664	713	75	75	36	40
Seminole	3,055	756	796	712	791	72	74	56	66
Sumter	2,731	912	872	483	464	82	89	53	66
Suwannee	8,112	2,280	2,304	1,750	1,778	71	69	46	52
Taylor	3,503	1,366	1,373	352	412	64	65	24	28
Volusia	6,785	1,926	1,974	1,411	1,474	78	82	50	51
Wakulla	3,370	712	684	993	981	50	56	27	36
Walton	4,977	1,794	1,866	657	660	80	76	33	40
Washington	4,385	1,640	1,580	559	606	80	76	67	80

TABLE III—(a) Number of Schools Taught; (b) Aggregate Days Schooling Given; (c) Average Length of Term in Days.

1917-1918 Counties.	No. of Schools.			Aggregate Days Schooling Given			Average Length of Term in Days.		
	Total.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State ...	2,965	2,128	837	17,851,426	13,715,137	4,136,289	130	142	102
Alachua ...	111	69	42	652,479	449,670	202,809	109	136	75
Baker ...	30	25	5	97,795	84,214	13,581	106	114	73
Bay ...	42	32	10	208,190	180,033	28,157	137	147	90
Bradford ...	62	51	11	242,946	195,762	47,184	92	97	78
Brevard ...	38	31	7	185,226	152,592	32,634	138	153	95
Broward ...	12	7	5	130,656	105,348	25,308	162	164	134
Calhoun ...	43	32	11	145,514	116,928	18,586	109	121	64
Citrus ...	24	15	9	125,819	92,932	32,887	129	146	96
Clay ...	38	29	9	115,503	85,825	29,678	129	138	109
Columbia ...	81	52	29	276,487	170,758	105,729	95	110	78
Dade ...	29	22	7	666,658	591,358	75,300	159	162	143
DeSoto ...	86	74	12	573,672	519,252	54,420	135	139	106
Duval ...	84	52	32	1,814,173	1,313,577	500,596	170	177	153
Escambia ...	75	56	19	804,285	601,262	203,023	146	150	135
Flagler ...	13	12	1	40,573	35,523	5,050	145	150	120
Franklin ...	7	5	2	82,201	56,441	25,760	143	156	121
Gadsden ...	71	29	42	362,694	219,502	143,192	104	146	72
Hamilton ...	63	47	16	201,319	159,691	41,628	103	127	59
Hernando ...	25	18	7	96,259	77,446	18,813	130	149	86
Hillsborough ...	100	83	17	1,872,894	1,661,337	211,557	160	165	135
Holmes ...	68	62	6	203,198	193,912	9,286	93	95	60
Jackson ...	251	162	89	604,806	380,322	224,484	102	117	83
Jefferson ...	39	20	19	181,091	86,775	94,316	92	130	72
Lafayette ...	58	53	5	124,800	112,099	12,701	109	111	91
Lake ...	54	38	16	252,300	192,872	59,428	135	142	116
Lee ...	31	29	2	195,668	177,803	17,865	159	160	150
Leon ...	83	37	46	349,170	154,241	194,929	110	147	91
Levy ...	61	42	19	212,032	149,231	62,801	120	130	101
Liberty ...	26	18	8	89,427	64,338	25,089	114	135	81
Madison ...	90	53	37	293,097	210,877	82,220	93	132	53
Manatee ...	59	52	7	347,052	297,031	50,021	138	143	114
Marion ...	114	63	51	536,014	294,100	241,914	123	142	106
Monroe ...	11	10	1	182,003	224,454	57,549	157	155	160
Nassau ...	62	48	14	154,355	93,671	60,684	112	108	117
Okaloosa ...	55	47	8	154,515	135,559	18,956	101	105	80
Okeechobee ...	9	9	...	45,463	45,463	...	147	147	...
Orange ...	42	28	14	409,483	287,930	121,553	157	158	155
Osceola ...	27	21	6	172,202	150,138	22,064	148	153	125
Palm Beach ...	29	22	7	281,547	232,013	49,534	125	129	110
Pasco ...	44	36	8	180,569	163,334	17,235	126	134	82
Pinellas ...	35	31	5	532,005	463,227	68,778	153	160	117
Polk ...	80	64	16	850,861	712,054	138,807	148	152	131
Putnam ...	56	33	23	259,897	159,033	100,864	125	140	108
St. Johns ...	30	21	9	233,280	161,882	71,398	145	148	135
St. Lucie ...	30	23	7	167,320	144,026	23,294	132	142	91
Santa Rosa ...	72	62	10	230,361	203,984	26,377	110	115	103
Seminole ...	21	10	11	225,947	139,154	86,793	145	158	129
Sumter ...	29	21	8	177,770	138,566	39,204	128	141	98
Suwannee ...	101	68	33	286,971	202,162	84,809	98	90	69
Taylor ...	46	44	2	136,281	123,384	12,897	115	120	81
Volusia ...	50	32	18	500,328	351,171	149,155	153	159	141
Wakulla ...	35	22	13	81,120	54,620	26,500	102	118	79
Wa ton ...	68	58	10	203,656	178,160	25,496	97	99	80
Washington ...	65	48	17	201,496	158,100	43,396	99	105	81

TABLE IV—(a) Enrollment by Races and Sexes; (b) Percentage of School Population (6 to 21) Enrolled.

1917-1918 Counties.	Enrollment.								Percent- age of En- rollment.		
	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.	Both.	White.	Negro.	
In State ...	196,405	137,826	58,579	68,623	69,203	26,592	31,987	61	70	47	
Alachua	7,717	4,308	3,409	2,167	2,141	1,587	1,822	57	62	52	
Baker	1,546	1,276	270	628	648	107	163	71	71	73	
Bay	2,378	1,952	426	966	986	188	238	55	64	31	
Bradford ...	4,007	3,126	881	1,609	1,517	402	479	62	69	45	
Brevard	1,765	1,320	445	664	656	226	219	75	79	68	
Broward ...	1,218	897	321	449	448	176	145	80	82	74	
Calhoun	2,180	1,771	409	894	877	200	209	77	90	47	
Citrus	1,347	870	477	398	472	246	231	78	82	71	
Clay	1,348	958	390	468	490	166	224	55	63	42	
Columbia ...	4,145	2,239	1,906	1,116	1,123	863	1,043	69	79	59	
Dade	5,561	4,788	773	2,392	2,396	357	416	66	80	32	
DeSoto	5,687	5,066	621	2,508	2,558	284	337	71	73	57	
Duval	15,018	10,408	4,610	5,052	5,356	2,004	2,606	54	73	34	
Escambia ...	7,334	5,483	1,851	2,652	2,831	728	1,123	50	55	38	
Flagler	374	315	59	155	160	25	34	64	67	50	
Franklin ...	754	483	271	226	257	111	160	43	53	33	
Gadsden ...	5,355	2,155	3,200	1,065	1,090	1,539	1,661	61	86	51	
Hamilton ...	2,567	1,669	898	823	846	383	515	53	68	37	
Hernando ...	1,143	799	344	401	398	167	177	56	75	37	
Hillsborough	14,745	12,687	2,058	6,288	6,399	950	1,108	56	59	42	
Holmes	3,791	3,574	217	1,863	1,711	104	113	69	72	40	
Jackson	9,214	5,254	3,960	2,657	2,597	1,750	2,210	63	71	56	
Jefferson ...	2,835	986	1,849	505	481	880	969	42	66	35	
Lafayette ...	1,933	1,756	177	917	839	82	95	64	70	36	
Lake	2,786	1,994	792	1,000	994	390	402	69	74	60	
Lee	1,842	1,639	203	807	832	88	115	68	70	52	
Leon	4,979	1,514	3,465	772	742	1,590	1,875	68	89	62	
Levy	2,557	1,674	883	873	801	392	491	60	73	45	
Liberty	1,198	772	426	372	400	186	240	67	78	53	
Madison	5,029	2,431	2,598	1,226	1,205	1,137	1,461	74	85	66	
Manatee	3,523	2,784	739	1,369	1,415	314	425	70	77	53	
Marion	6,669	2,997	3,672	1,503	1,494	1,729	1,943	65	74	55	
Monroe	2,657	2,040	617	1,031	1,009	302	315	44	48	36	
Nassau	2,042	1,270	772	642	628	355	417	61	70	51	
Okaloosa ...	2,407	2,072	335	1,044	1,028	135	200	67	89	27	
Okeechobee ..	520	520	.....	280	240	.....	.....	64	74	00	
Orange	3,662	2,545	1,117	1,266	1,279	503	614	77	82	70	
Osceola	1,649	1,393	256	670	723	114	142	53	55	47	
Palm Beach ..	2,682	2,300	682	1,004	996	305	377	66	71	54	
Pasco	1,990	1,701	289	853	848	121	168	62	70	40	
Pinellas ...	4,835	4,029	806	2,017	2,012	371	435	83	90	60	
Polk	7,703	6,272	1,431	3,085	3,187	669	762	58	66	52	
Putnam	2,876	1,563	1,313	804	759	605	708	58	62	53	
St. Johns ...	2,079	1,413	666	721	692	271	395	60	70	46	
St. Lucie ...	1,718	1,375	343	644	731	142	201	66	71	51	
Santa Rosa ..	3,371	2,856	515	1,397	1,459	235	280	65	75	38	
Seminole ...	2,051	1,132	919	542	590	396	523	67	73	61	
Sumter	2,082	1,523	559	748	775	255	304	76	86	58	
Suwannee ...	4,928	3,204	1,724	1,625	1,579	800	924	61	70	50	
Taylor	1,940	1,740	200	858	882	83	117	55	64	26	
Volusia	4,581	3,120	1,461	1,506	1,614	708	753	68	80	51	
Wakulla	1,372	735	637	355	380	281	356	41	53	32	
Walton	3,345	2,863	482	1,433	1,430	215	267	67	78	37	
Washington ..	3,370	2,515	855	1,313	1,202	375	480	77	78	73	

TABLE V—(a) Average Daily Attendance of Pupils by Races and Sexes;
(b) Percentage of Enrollment in Daily Attendance.

1917-1918 Counties.	Average Daily Attendance.							Percent.		
	Both Races.	White.	Negro.	White Male.	White Female.	Negro. Male.	Negro. Female.	Both.	White.	Negro.
In State	137,295	96,823	40,472	47,071	49,752	18,108	22,364	70	70	70
Alachua	5,983	3,287	2,696	1,631	1,656	1,247	1,449	78	76	79
Baker	921	735	186	345	390	72	114	60	58	69
Bay	1,533	1,232	301	594	638	134	167	64	63	71
Bradford	2,634	2,026	608	1,029	997	265	343	66	65	69
Brevard	1,340	995	345	488	507	175	170	76	75	78
Broward	832	643	189	325	318	103	86	68	72	59
Calhoun	1,339	1,050	289	523	527	135	154	61	60	70
Citrus	978	637	341	279	358	167	174	73	74	72
Clay	893	622	271	302	320	110	161	66	65	70
Columbia	2,909	1,550	1,359	755	795	606	753	70	70	70
Dade	4,168	3,641	527	1,800	1,841	239	288	75	76	68
DeSoto	4,242	3,728	514	1,801	1,927	244	270	74	74	83
Duval	10,690	7,426	3,264	3,486	3,940	1,403	1,861	70	70	70
Escambia	5,504	4,007	1,497	1,902	2,105	582	915	75	73	80
Flagler	279	237	42	113	124	15	27	74	75	71
Franklin	574	361	213	161	200	88	125	76	75	80
Gadsden	3,479	1,501	1,978	719	782	938	1,040	65	70	62
Hamilton	1,957	1,249	708	618	631	302	406	76	75	79
Hernando	741	521	220	254	267	108	112	65	65	65
Hillsborough	11,713	10,147	1,566	4,997	5,150	752	814	79	80	76
Holmes	2,178	2,031	147	1,003	1,028	69	78	56	57	70
Jackson	5,957	3,247	2,710	1,584	1,663	1,175	1,535	65	62	68
Jefferson	5,957	3,247	2,710	1,584	1,663	1,175	1,535	65	62	68
Jefferson	1,898	656	1,242	330	326	585	657	67	67	67
Lafayette	1,146	1,007	139	508	499	61	78	60	57	59
Lake	1,864	1,354	510	658	696	237	273	67	68	65
Lee	1,229	1,110	119	537	573	51	68	67	68	59
Leon	3,187	1,051	2,136	514	537	923	1,213	64	69	61
Levy	1,760	1,136	624	582	554	290	334	69	68	71
Liberty	785	477	308	213	264	140	168	66	62	72
Madison	3,153	1,592	1,561	777	815	678	883	63	66	60
Manatee	2,515	2,078	437	996	1,082	184	253	70	71	60
Marion	4,341	2,060	2,281	996	1,064	1,043	1,238	65	70	62
Monroe	1,796	1,436	360	702	734	170	190	68	70	58
Nassau	1,383	867	516	428	439	233	283	68	69	67
Okaloosa	1,528	1,292	236	625	667	94	142	63	62	70
Okeechobee	309	309	.....	157	152	.....	60	60	.....	.....
Orange	2,599	1,815	784	877	938	337	447	71	71	70
Osceola	1,160	984	176	455	529	80	96	70	71	69
Palm Beach	2,251	1,802	449	859	943	209	240	85	90	66
Pasco	1,431	1,220	211	600	620	85	126	72	71	77
Pinellas	3,477	2,891	586	1,421	1,470	264	322	72	72	72
Polk	5,757	4,694	1,063	2,265	2,429	491	572	75	75	75
Putnam	2,075	1,146	929	589	557	432	497	72	73	71
St. Johns	1,612	1,084	528	543	541	212	316	78	77	79
St. Lucie	1,271	1,014	257	490	524	110	147	74	73	71
Santa Rosa	2,094	1,765	329	845	920	154	175	61	62	60
Seminole	1,552	879	673	406	473	287	386	75	78	73
Sumter	1,386	985	401	476	509	185	216	66	65	72
Suwannee	3,490	2,252	1,238	1,117	1,135	576	662	71	70	72
Taylor	1,186	1,026	160	494	532	65	95	61	60	80
Volusia	3,267	2,211	1,056	1,043	1,168	502	554	71	70	72
Wakulla	798	462	336	220	242	141	195	60	63	53
Walton	2,109	1,791	318	880	911	136	182	63	62	66
Washington	2,042	1,504	538	759	745	224	314	61	60	63

TABLE VI—Educational Status of Pupils Enrolled.
PART I—Chart, First and Second Grades.

1917-1918 Counties.	Chart.			First Grade.			Second Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	26,600	11,843	14,757	29,855	18,417	11,438	25,511	16,390	9,121
Alachua	1,541	413	1,128	1,051	475	576	1,047	502	545
Baker	370	277	93	227	159	68	167	127	40
Bay	271	188	133	412	332	80	285	230	55
Bradford	821	543	278	577	419	158	555	421	134
Brevard	249	71	178	194	147	47	182	143	39
Broward	87	87	.....	193	134	59	153	100	53
Calhoun	418	304	114	312	207	105	294	223	71
Citrus	142	18	124	219	118	101	185	94	91
Clay	177	46	131	211	137	74	155	108	47
Columbia	821	258	563	560	266	294	566	252	314
Dade	556	368	188	888	714	174	625	521	104
DeSoto	540	327	213	785	680	105	660	575	85
Duval	829	196	633	2,672	1,607	1,065	2,058	1,383	675
Escambia	522	276	246	1,241	820	421	1,015	760	255
Flagler	18	.....	18	85	63	22	54	44	10
Franklin	126	63	63	157	78	79	80	59	21
Gadsden	1,223	293	930	1,035	190	845	697	255	442
Hamilton	421	153	268	365	178	187	330	173	157
Hernando	138	39	99	185	96	89	153	92	61
Hillsborough	1,104	614	490	2,431	2,047	384	1,861	1,535	326
Holmes	557	511	46	768	702	66	452	412	40
Jackson	1,725	813	912	1,553	716	837	1,299	638	661
Jefferson	417	77	340	574	105	469	395	109	286
Lafayette	379	316	63	220	193	27	232	201	31
Lake	309	117	192	358	241	117	326	208	118
Lee	179	110	60	226	190	36	230	203	27
Leon	1,386	142	1,244	792	180	612	768	147	621
Levy	473	180	293	339	202	137	338	194	144
Liberty	256	142	114	199	80	119	142	73	69
Madison	1,197	273	924	779	308	471	652	276	376
Manatee	528	262	266	409	285	124	366	283	83
Marion	1,083	154	929	982	308	674	893	264	629
Monroe	317	140	177	556	439	117	474	354	120
Nassau	398	192	206	279	159	120	273	169	104
Okaloosa	414	318	96	333	252	81	298	237	61
Okechobee	103	103	.....	54	54	.....	66	66	.....
Orange	326	107	219	470	321	149	464	293	171
Osceola	122	44	78	243	208	35	211	166	45
Palm Beach	311	138	181	310	226	84	353	241	112
Pasco	206	111	95	253	210	43	245	178	67
Pinellas	222	.....	222	625	506	119	595	484	111
Folk	734	358	376	1,032	754	278	933	686	247
Putnam	504	97	407	373	188	185	381	187	194
St. Johns	178	53	125	319	187	132	279	164	115
St. Lucie	197	113	84	162	113	49	210	158	52
Santa Rosa	673	486	187	471	347	124	416	359	57
Seminole	194	18	176	353	158	195	246	126	120
Sumter	292	133	159	248	143	105	296	194	102
Suwannee	1,101	472	629	706	386	320	662	398	264
Taylor	314	269	45	266	222	44	272	208	64
Volusia	472	98	374	649	415	234	582	380	202
Wakulla	307	117	190	219	83	136	170	75	95
Walton	592	531	91	459	322	137	427	349	78
Washington	653	385	268	476	347	129	443	313	130

TABLE VI—Educational Status of Pupils Enrolled.
PART II—Third, Fourth and Fifth Grades.

1917-1918 Counties.	Third.			Fourth.			Fifth.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	25,814	17,735	8,079	23,979	17,663	6,316	18,224	14,350	3,874
Alachua	937	505	432	907	591	316	434	240	194
Baker	225	194	31	220	205	15	134	124	10
Bay	381	311	70	296	243	53	276	242	34
Bradford	578	393	185	474	373	101	444	334	110
Brevard	222	167	55	231	162	69	195	177	18
Broward	125	72	53	130	92	38	135	115	20
Calhoun	310	249	61	240	215	25	186	168	18
Citrus	146	90	56	171	129	42	139	109	30
Clay	185	130	55	198	144	54	135	127	8
Columbia	547	282	265	501	291	210	402	251	151
Dade	694	559	135	646	578	68	536	489	47
DeSoto	705	621	84	737	675	62	677	629	48
Duval	2,176	1,491	685	2,039	1,432	607	1,492	1,150	342
Escambia	972	703	269	913	709	204	800	635	165
Flagler	45	39	6	33	30	3	35	35	.....
Franklin	89	45	44	81	55	26	46	31	15
Gadsden	758	306	452	571	257	314	401	238	163
Hamilton	312	178	134	266	187	79	214	164	50
Hernando	126	79	47	173	124	49	114	89	25
Hillsborough	2,006	1,768	238	1,889	1,658	231	1,401	1,270	131
Holmes	588	560	28	465	443	22	341	331	10
Jackson	1,103	675	428	1,024	640	384	677	474	203
Jefferson	385	137	248	345	114	231	295	111	184
Lafayette	264	246	18	274	256	18	225	212	13
Lake	352	221	131	338	240	98	179	114	65
Lee	238	215	23	215	191	24	190	180	10
Leon	600	184	416	488	185	303	352	158	194
Levy	407	262	145	290	217	73	222	174	48
Liberty	173	116	57	130	98	32	112	85	27
Madison	678	349	329	599	314	285	404	267	137
Manatee	443	358	85	407	353	54	348	290	58
Marion	797	265	532	718	306	412	539	269	270
Monroe	358	300	58	291	244	47	255	209	46
Nassau	331	180	151	257	169	88	184	132	52
Okaloosa	354	308	46	321	287	34	215	200	15
Okeechobee	57	57	.....	48	48	.....	65	65	.....
Orange	454	288	166	451	277	174	381	273	108
Osceola	188	161	27	197	169	28	191	171	20
Palm Beach	363	253	110	323	234	89	248	205	43
Pasco	267	206	61	230	218	12	185	183	2
Pinellas	593	487	106	593	482	111	514	442	72
Polk	955	754	201	965	803	162	743	675	68
Putnam	392	203	189	364	217	147	281	195	86
St. Johns	267	186	81	282	203	79	192	125	67
St. Lucie	216	173	43	227	184	43	183	143	40
Santa Rosa	444	378	66	437	392	45	301	277	24
Seminole	249	122	127	256	151	105	201	107	94
Sumter	273	199	74	252	201	51	223	186	37
Suwannee	645	409	236	613	435	178	412	362	50
Taylor	242	210	32	250	241	9	162	156	6
Volusia	550	340	210	552	362	190	438	324	114
Wakulla	200	101	99	184	120	64	110	69	41
Walton	397	328	69	407	348	59	345	321	24
Washington	452	322	130	470	371	99	325	258	67

TABLE VI—Educational Status of Pupils Enrolled.
PART III—Sixth, Seventh and Eighth Grades.

1917-1918 Counties.	Sixth.			Seventh.			Eighth.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	14,343	12,409	1,934	10,735	9,790	945	8,812	8,307	505
Alachua	469	363	106	431	372	59	332	308	24
Baker	73	67	6	67	63	4	50	47	3
Bay	182	180	2	122	122	.....	86	86	.....
Bradford	262	245	17	168	159	9	133	127	6
Brevard	138	113	25	108	97	11	113	110	3
Broward	70	69	1	67	62	5	59	59	.....
Calhoun	163	149	14	118	117	1	88	88	.....
Citrus	103	81	22	72	59	13	70	70	.....
Clay	94	77	17	73	69	4	65	65	.....
Columbia	278	223	55	164	141	23	157	142	15
Dade	474	443	31	353	343	10	308	303	5
DeSoto	676	666	10	368	359	9	362	357	5
Duval	1,227	949	278	917	790	127	662	576	86
Escambia	560	457	103	429	338	91	351	309	42
Flagler	27	27	.....	31	31	.....	35	35	.....
Franklin	63	50	13	30	27	3	17	14	3
Gadsden	218	164	54	166	148	18	114	112	2
Hamilton	148	128	20	82	79	3	78	78	.....
Hernando	74	69	5	73	60	13	70	69	1
Hillsborough	1,193	1,096	97	973	900	73	788	740	48
Holmes	305	302	3	152	152	.....	131	131	.....
Jackson	544	455	89	391	363	28	266	265	1
Jefferson	126	81	45	126	89	37	77	64	13
Lafayette	171	165	6	53	52	1	70	70	.....
Lake	234	197	37	201	185	26	170	165	5
Lee	178	169	9	157	146	11	100	97	3
Leon	191	147	44	170	145	25	123	92	31
Levy	169	147	22	100	97	3	131	131	.....
Liberty	76	71	5	66	65	1	15	14	1
Madison	232	174	58	167	153	14	195	191	4
Maratee	306	266	40	231	207	24	187	182	5
Marion	438	298	140	317	267	50	274	258	16
Monroe	142	119	23	114	98	16	73	73	.....
Nassau	121	92	29	82	67	15	87	71	16
Okaloosa	179	174	5	148	148	.....	103	103	.....
Okechobee	66	66	.....	25	25	.....	28	28	.....
Orange	304	247	57	134	105	29	225	201	24
Osceola	145	132	13	121	117	4	74	71	3
Palm Beach	211	190	21	210	191	19	147	132	15
Pasco	198	192	6	148	145	3	141	141	.....
Pinellas	455	416	39	327	313	14	260	248	12
Polk	614	572	42	536	505	31	492	472	20
Putnam	180	133	47	152	142	10	128	112	16
St. Johns	161	137	24	133	115	18	112	100	12
St. Lucie	164	154	10	114	107	7	74	70	4
Santa Rosa	258	251	7	169	164	5	132	132	.....
Seminole	154	108	46	134	114	20	86	69	17
Sumter	189	169	20	120	113	7	116	112	4
Suwannee	269	235	34	237	231	6	197	190	7
Taylor	146	146	.....	123	123	.....	118	118	.....
Volusia	410	326	84	321	290	31	228	206	22
Wakulla	96	79	17	56	51	5	24	24	.....
Walton	225	211	14	225	218	7	147	144	3
Washington	194	172	22	153	151	2	143	135	8

TABLE VI—Educational Status of Pupils Enrolled.
PART IV—Ninth, Tenth, Eleventh and Twelfth Grades.

1917-1918 Counties.	Ninth.			Tenth.			Eleventh.			Twelfth.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	4,742	4,529	213	2,866	2,701	165	1,782	1,726	56	1,231	1,202	29
Alachua	171	156	15	102	88	14	55	55	....	40	40	....
Baker	9	9	....	1	1	....	3	3	....	....	....	....
Bay	40	40	....	14	14	....	11	11	....	3	3	....
Bradford	44	42	2	42	41	1	20	20	....	15	15	....
Brevard	62	62	....	34	34	....	31	31	....	16	16	....
Broward	47	47	....	27	27	....	20	20	....	13	13	....
Calhoun	45	45	....	6	6	....	....	....	....	....	....	....
Citrus	52	52	....	24	24	....	17	17	....	13	13	....
Clay	28	28	....	5	5	....	5	5	....	3	3	....
Columbia	84	70	14	38	34	4	21	21	....	13	13	....
Dade	241	232	9	122	122	....	68	66	2	50	50	....
DeSoto	168	168	....	105	105	....	76	76	....	53	53	....
Duval	430	376	54	259	228	31	153	134	19	104	96	8
Escambia	215	208	7	139	123	16	122	105	17	56	41	15
Flagler	6	6	....	5	5	....	....	....	....	....	....	....
Franklin	40	36	4	10	10	....	11	11	....	4	4	....
Gadsden	98	98	....	53	53	....	21	21	....	20	20	....
Hamilton	49	49	....	28	28	....	11	11	....	10	10	....
Hernando	40	40	....	20	20	....	10	10	....	9	9	....
Hillsbor'gh	426	409	17	317	302	15	184	181	3	172	167	5
Ho'mes	14	14	....	11	11	....	5	5	....	....	....	....
Jackson	112	112	....	52	52	....	21	21	....	23	23	....
Jefferson	50	50	....	28	28	....	15	15	....	8	8	....
Lafayette	20	20	....	16	16	....	11	11	....	10	10	....
Lake	97	97	....	51	51	....	26	26	....	32	32	....
Leon	86	64	22	51	36	15	109	99	10	16	16	....
Leon	86	64	22	51	36	15	107	99	10	16	16	....
Levy	54	54	....	12	12	....	6	6	....	3	3	....
Liberty	4	4	....	....	....	....	....	....	....	....	....	....
Madison	78	78	....	28	28	....	14	14	....	16	16	....
Manatee	137	137	....	65	65	....	34	34	....	35	35	....
Marion	121	108	13	77	70	7	23	23	....	22	22	....
Morroe	49	42	7	39	33	6	8	8	....	9	9	....
Nassau	24	24	....	16	11	5	7	2	5	3	2	1
Okaloosa	16	16	....	11	11	....	3	3	....	....	....	....
Okeechobee	10	10	....	5	5	....	....	....	....	....	....	....
Orange	168	159	9	95	84	11	62	62	....	28	28	....
Osceola	79	76	3	36	36	....	28	28	....	14	14	....
Palm Beach	86	82	4	56	52	4	35	35	....	21	21	....
Pasco	53	53	....	25	25	....	24	24	....	13	13	....
Pinellas	242	242	....	186	186	....	132	132	....	91	91	....
Polk	328	323	5	184	183	1	108	108	....	81	81	....
Putnam	47	34	13	47	28	19	17	17	....	10	10	....
St. Johns	24	18	6	41	34	7	43	43	....	48	48	....
St. Lucie	46	46	....	51	51	....	33	33	....	30	30	....
Santa Rosa	23	23	....	13	13	....	7	7	....	2	2	....
Seminole	64	55	9	63	54	9	33	33	....	17	17	....
Sumter	32	32	....	28	28	....	9	9	....	4	4	....
Suwannee	32	32	....	22	22	....	18	18	....	14	14	....
Taylor	29	29	....	9	9	....	7	7	....	2	2	....
Volusia	167	167	....	113	113	....	53	53	....	49	49	....
Wakulla	14	14	....	2	2	....	....	....	....	....	....	....
Walton	52	52	....	32	32	....	28	28	....	9	9	....
Washington	36	36	....	13	13	....	8	8	....	4	4	....

TABLE VII—(a) Number of Teachers' Positions Filled; (b) Number of Different Teachers Employed.

1917-1918 Counties.	Teachers' Positions Filled.			Different Teachers Employed.						
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White Males.	White Females.	Negro Males.	Negro Females.
In State	5,992	4,675	1,317	6,350	5,062	1,288	997	4,065	258	1,030
Alachua	230	159	71	213	152	61	23	129	17	44
Baker	49	44	5	64	58	6	16	42	5	1
Bay	73	63	10	94	82	12	16	66	2	10
Bradford	110	94	16	104	94	10	28	66	5	5
Brevard	83	67	16	83	67	16	11	56	5	11
Broward	48	39	9	51	42	9	8	34	3	6
Calhoun	67	56	11	70	60	10	20	40	4	6
Citrus	46	37	9	49	40	9	12	28	2	7
Clay	55	43	12	52	42	10	8	34	2	8
Columbia	132	85	47	145	97	48	26	71	10	38
Dade	168	149	19	193	173	20	24	149	3	17
DeSoto	197	180	17	211	194	17	56	138	2	15
Duval	410	313	97	410	313	97	23	290	10	87
Escambia	230	182	48	278	226	52	21	205	9	43
Flagler	19	17	2	21	19	2	3	16	1	1
Franklin	30	19	11	31	20	11	3	17	1	10
Gadsden	121	77	44	119	84	35	14	70	7	28
Hamilton	78	60	18	88	72	16	20	52	3	13
Hernando	41	31	10	39	30	9	4	26	2	7
Hillsborough	399	353	46	410	362	48	48	314	6	42
Holmes	109	103	6	104	99	5	56	43	2	3
Jackson	242	153	89	251	162	89	45	117	31	58
Jefferson	63	40	23	65	42	23	9	33	11	12
Lafayette	89	83	6	88	81	7	32	49	3	4
Lake	78	55	23	114	93	21	16	77	3	18
Lee	68	62	6	75	69	6	10	59	1	5
Leon	121	65	56	128	72	56	10	62	6	50
Levy	88	65	23	86	63	23	11	52	7	16
Liberty	40	29	11	51	35	16	5	30	5	11
Madison	108	81	27	102	69	33	22	47	6	27
Manatee	109	92	17	131	122	18	18	104	2	16
Marion	187	94	93	195	123	72	18	105	14	58
Monroe	32	21	11	77	62	15	4	58	2	13
Nassau	79	58	21	68	49	19	4	45	1	18
Okaloosa	80	72	8	87	79	8	23	56	2	6
Okeechobee	23	23	.....	23	23	.....	4	19	.....	.....
Orange	126	96	30	133	100	33	20	80	3	30
Osceola	66	56	10	70	59	11	5	54	3	8
Palm Beach	108	88	20	108	88	20	15	73	2	18
Pasco	77	68	9	82	76	6	14	62	2	4
Pinellas	151	132	19	156	137	19	14	123	4	15
Polk	264	223	41	264	223	41	32	191	3	38
Putnam	104	67	37	120	83	37	18	65	4	33
St. Johns	76	54	22	77	55	22	5	50	4	18
St. Lucie	61	52	9	66	58	8	8	50	3	5
Santa Rosa	106	93	13	112	99	13	20	79	1	12
Seminole	54	27	27	78	51	27	6	45	3	24
Sumter	61	49	12	61	49	12	13	36	4	8
Suwannee	136	103	33	140	104	36	31	73	9	27
Taylor	72	69	3	67	65	2	30	35	1	1
Volusia	181	136	45	196	147	49	27	120	7	42
Wakulla	41	27	14	35	25	10	5	20	2	8
Walton	108	95	13	107	93	14	30	63	3	11
Washington	98	76	22	98	79	19	32	47	5	14

TABLE VIII—PART I—Grades of Certificates Held by Teachers Employed.

1917-1918 Counties.	Grand Total.	*Temporary.			Third Grade.			Second Grade.			First Grade.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State . . .	6,120	147	125	22	1,447	818	629	2,371	1,886	485	1,299	1,240	59
Alachua . . .	223	.....	.....	.....	65	37	28	93	61	32	30	29	1
Baker . . .	65	.....	.....	.....	18	15	3	28	25	3	16	15	..
Bay . . .	89	5	5	..	37	27	10	27	23	2	16	16	..
Bradford . . .	100	4	4	..	40	35	5	33	30	3	17	15	2
Brevard . . .	84	.....	.....	.....	8	5	3	45	33	12	12	10	2
Broward . . .	47	4	4	..	9	2	7	12	10	2	16	16	..
Calhoun . . .	70	.....	.....	.....	10	6	4	41	35	6	17	17	..
Citrus . . .	44	12	.....	2	7	4	3	10	10	.....	19	19	..
Clay . . .	51	.....	.....	.....	20	17	3	23	17	6	2	2	..
Columbia . . .	148	.....	.....	.....	30	12	18	59	38	21	50	44	6
Dade . . .	175	6	5	1	13	6	7	50	40	10	51	51	..
DeSoto . . .	217	1	1	..	29	22	7	72	64	8	68	68	2
Duval . . .	372	34	34	..	60	2	58	179	151	28	59	54	5
Escambia . . .	246	11	10	1	73	42	31	104	93	11	23	20	3
Flagler . . .	17	.....	.....	.....	1	1	.....	11	9	2	4	4	..
Franklin . . .	31	.....	.....	.....	4	.....	4	8	5	3	10	9	1
Gadsden . . .	157	5	4	1	74	43	31	37	34	3	22	22	..
Hamilton . . .	84	4	3	1	26	19	7	35	27	8	18	18	..
Hernando . . .	40	.....	.....	.....	7	3	4	14	8	6	16	16	..
Hillsboro'gh . . .	363	3	3	..	59	47	12	149	139	10	80	77	3
Holmes . . .	103	1	1	..	32	27	5	44	44	.....	24	24	..
Jackson . . .	251	.....	.....	.....	82	21	61	92	70	22	56	49	7
Jefferson . . .	50	8	1	7	6	3	3	22	17	5	13	12	1
Lafayette . . .	125	.....	.....	.....	15	12	3	66	62	4	33	32	1
Lake . . .	114	1	1	..	18	9	9	53	38	15	25	25	..
Lee . . .	68	.....	.....	.....	14	11	3	17	15	2	24	23	1
Leon . . .	127	1	1	..	67	20	47	31	23	8	15	15	..
Levy . . .	96	2	2	..	21	14	7	48	32	16	13	13	..
Liberty . . .	47	.....	.....	.....	15	10	5	25	20	5	6	4	2
Madison . . .	101	1	1	..	21	3	18	47	33	14	26	26	..
Manatee . . .	124	2	1	1	21	12	9	50	44	6	28	26	2
Marion . . .	193	4	2	2	61	20	41	61	36	25	48	43	5
Monroe . . .	39	.....	.....	.....	12	7	5	9	6	3	12	8	4
Nassau . . .	68	.....	.....	.....	28	19	9	26	18	8	8	8	..
Oakaloosa . . .	79	1	1	..	32	28	4	43	39	4	1	1	..
Okeechobee . . .	21	.....	.....	.....	3	3	.....	10	10	.....	6	6	..
Orange . . .	133	.....	.....	.....	13	5	8	49	25	24	37	36	1
Osceola . . .	70	.....	.....	.....	10	7	3	25	18	7	21	20	1
Palm Beach . . .	96	1	1	..	22	11	11	35	28	7	6	6	..
Pasco . . .	83	.....	.....	.....	15	11	4	29	27	2	29	29	..
Pinellas . . .	132	25	21	4	30	20	10	28	27	1	17	17	..
Polk . . .	243	.....	.....	.....	21	12	9	72	61	11	94	92	2
Putnam . . .	117	2	2	..	24	8	16	65	46	19	13	13	..
St. Johns . . .	83	5	4	1	20	7	13	34	27	7	9	8	1
St. Lucy . . .	61	5	5	..	5	5	.....	34	29	5	10	9	1
Santa Rosa . . .	110	2	2	..	40	34	6	40	34	6	23	23	..
Seminole . . .	52	2	2	..	9	.....	9	21	4	17	10	10	..
Sumter . . .	61	.....	.....	.....	12	6	6	18	12	6	24	24	..
Suwannee . . .	138	.....	.....	.....	31	28	3	66	37	29	29	27	2
Taylor . . .	67	.....	.....	.....	9	7	2	19	19	.....	27	27	..
Volusia . . .	193	3	3	..	39	13	26	60	42	18	32	31	1
Wakulla . . .	35	.....	.....	.....	16	8	8	12	10	2	7	7	..
Walton . . .	130	.....	.....	.....	60	48	12	48	45	3	11	11	..
Washington . . .	96	2	1	1	33	24	9	42	34	8	16	15	1

*Temporary Certificates not included in total.

TABLE VIII—PART II—Other Certificates Held by Teachers Employed. Number of Non-Resident Teachers.

1917-1918 Counties.										Non-Resident Teachers.											
	State.			Graduate State.		State, Life.		Special.		Primary.		Primary Life.		First Grade Life.							
																Of County.			Of State.		
	White.	White.	White.	White.	Negro.	White.	White.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.		
In State	173	84	83	319	4	118	105	117	100	17	922	755	167	268	258	10					
Alachua	3	2	1	15		8	4	2	2		62	43	19	5	5						
Baker	1		1					1	1		29	26	3								
Bay			3	1		1	3	1	1		37	28	9								
Bradford	2	4		2			2				8	8									
Brevard	7	4	1	3		2	1	1	1		30	21	9								
Broward	2	1		7							15	11	4	17	17						
Calhoun								2	2		23	20	3								
Citrus	3	1		4							24	16	8	2	2						
Clay		1	1	1		2		1		1	3		3		1	1					
Columbia	2	2	1	2			2		2		6	6			1	1					
Dade	1	1	10	33	1	13	2				19	19		28	28						
DeSoto	9	10	2	20		4	1	2	2		14	5	9	2		2					
Duval	6	1	3	22	1	11	13	17	17		59	51	8	3	3						
Escambia	3	5	2	13	1	2	14	6	5	1				1	1						
Flagler	1										14	12	2								
Franklin	1	1	1	3		3					7	5	2	1	1						
Gadsden	2	4	1	8		5	3	1	1		37	29	8	14	14						
Hamilton	1	1	1			1		1	1		12	12		10	10						
Hernando	2							1	1				1								
Hillsborough	9	2	9	13		12	16	14	14		11	11		9	9						
Holmes	1							2	2		11	11		1	1						
Jackson	1	1		9		6	1	3	3		5	5		6	6						
Jefferson	1	2	1				1	4	1	3	5	5		3	3						
Lafayette	2	2		6			1				28	24	4	3	3						
Lake	9	1	1	5			2	2			21	19		10	10						
Lee	7			1		2		1	1		27	24	3	8	8						
Leon		7	4				1	2	2		3	3		2	2						
Levy	1			12				1	1		10	10		5	5						
Liberty				1							23	14	9								
Madison	2		1				1	3	2	1	11	11		7	7						
Manatee	2	5	4	6		5	1	2	2		36	21	15	4	4						
Marion	10	2	2			5	2	2	2												
Monroe	1	2	3																		
Nassau			1					5	3	2	10	9	1								
Okaloosa						1		2	2		24	24		4	4						
Okeechobee		1					1														
Orange	18	1	4	6		2	1	2	2		26	21	5	4	4						
Osceola	1	2	3	5		1	2				14	14		4	4						
Palm Beach	2		3	23	1	3		1	1		4	4		2	1	1					
Pasco	4	2	1	1			2				1	1									
Pinellas	4	1		34		4	3	2	2		9	9		75	68	7					
Polk	18	3	5	13		7	10				7		7								
Putnam	4		1	3		2	2	3	3		16	13	3	2	2						
St. Johns			3	4			1	12	11	1	19	19		5	5						
St. Lucie	3	2	2	3		2					26	24	2	4	4						
Santa Rosa		1	1	3		1		1		1	37	28	9	6	6						
Seminole	2	2		7				1		1	15	10	5	2	2						
Sumter			2	2		1	2				25	18	7	1	1						
Suwannee	1	4	1			2		4	2	2	15	15		4	4						
Taylor	1	1		3		3	1	3	3		7	7									
Volusia	16	2	2	23		5	7	7	3	4	41	35	6	12	12						
Wakulla											12	11	1								
Walton	4			2		2	2	1	1		15	15									
Washington	3		1					1	1		8	8		1	1						

TABLE IX—PART I—Result of County Uniform Examination Sept., 1917.

1917-1918 Counties.	Total No. of Examinees.	Failed to Pass.		Number and Grades of Certificates Issued.											
		White.	Negro.	To Whites						To Negroes.					
				1st Grade.		2nd Grade.		3rd Grade.		1st Grade.		2nd Grfde.		Grade.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	1066	149	167	23	92	27	232	32	174	2	...	10	22	17	119
Alachua	35	5	9	...	3	1	10	...	4	...	...	...	...	1	2
Baker	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Bay	7	...	...	...	1	2	1	...	3	...	...	...	...	...	...
Bradford	13	2	...	1	3	...	1	3	3	...	...	...	...	...	...
Brevard	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Broward	12	...	...	...	...	...	2	1	3	...	...	1	1	...	4
Calhoun	30	6	...	1	...	1	10	3	9	...	...	...	...	...	...
Citrus	7	...	2	...	1	...	1	...	1	...	...	1	...	1	1
Clay	7	...	2	1	...	...	...	...	1	...	...	...	...	...	3
Columbia	8	...	4	...	1	...	2	...	1	...	...	...	...	...	...
Dade	22	...	2	1	4	...	7	...	6	...	...	...	...	1	1
DeSoto	12	5	...	2	...	2	...	...	...	...	...	...	...	...	1
Duval	158	3	26	...	11	2	59	...	12	...	...	2	5	5	33
Escambia	57	17	6	...	5	...	17	...	9	...	...	...	...	...	3
Flagler	4	...	...	...	...	...	3	...	1	...	...	...	...	...	...
Franklin	10	4	1	...	2	...	1	...	1	...	...	...	...	...	1
Gadsden	27	4	9	1	4	...	4	...	2	...	...	...	...	...	3
Hamilton	7	1	2	...	2	...	2	...	...	...	...	...	...	...	...
Hernando	4	...	2	...	...	...	...	...	...	...	...	...	...	...	2
Hillsborough	63	4	12	1	6	...	20	2	11	...	...	...	1	...	6
Holmes	24	8	...	2	...	3	3	1	7	...	...	...	...	...	...
Jackson	40	2	13	...	4	1	7	2	6	...	...	...	...	4	1
Jefferson	15	6	4	...	2	...	3	...	...	...	...	...	...	...	...
Lafayette	4	1	...	...	...	1	...	1	1	...	...	...	...	...	...
Lake	10	...	...	...	...	...	...	...	9	...	...	...	...	...	1
Lee	7	...	2	...	...	1	2	...	2	...	...	...	...	...	...
Leon	10	2	1	...	2	...	4	...	...	...	...	...	...	...	1
Levy	9	...	3	2	...	...	3	...	1	...	...	...	...	...	...
Liberty	5	1	1	...	...	...	3	...	...	...	...	...	...	...	...
Madison	57	7	...	2	11	5	11	3	18	...	...	...	...	...	...
Manatee	12	4	...	...	...	1	6	...	1	...	...	...	...	...	...
Marion	37	4	9	...	3	...	3	...	5	...	...	2	...	1	10
Monroe	8	...	2	...	4	...	1	...	...	1	...	...	...	...	...
Nassau	26	8	7	...	2	...	2	...	6	...	...	...	...	...	1
Okaloosa	9	2	3	...	...	...	...	1	2	...	...	1	...	...	...
Okeechobee	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Orange	57	6	6	2	5	3	6	1	7	1	...	...	8	...	12
Osceola	9	1	1	...	4	...	2	...	1	...	...	...	...	...	...
Palm Beach	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pasco	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...
Pinellas	22	1	1	...	...	1	9	...	5	...	...	...	...	1	4
Polk	27	5	4	2	3	...	2	...	6	...	...	...	2	...	3
Putnam	12	2	1	...	2	...	3	...	...	...	...	...	...	...	4
St. Johns	12	1	2	...	2	...	1	...	...	...	...	...	...	...	6
St. Lucie	4	1	...	1	...	...	...	...	2	...	...	...	...	...	...
Santa Rosa	8	2	...	1	...	...	1	1	2	...	...	...	...	...	1
Seminole	2	...	...	...	...	...	...	...	...	...	...	...	1	...	1
Sumter	23	5	3	1	1	2	3	3	3	...	...	1	...	1	...
Suwannee	30	2	1	2	1	1	8	1	6	...	...	...	2	1	5
Taylor	3	1	...	...	...	...	...	1	1	...	...	...	...	...	...
Volusia	16	1	10	...	...	...	1	...	1	...	...	...	...	1	2
Wakulla	14	2	2	...	1	3	...	...	4	...	...	1	...	...	1
Walton	21	11	3	...	1	1	1	1	2	...	...	1	...	...	...
Washington	45	10	8	...	...	...	2	7	10	...	...	2	...	...	6

TABLE X—Certain Facts Relative to Teachers Employed.

1917-1918 Counties.	Graduates of Normal Schools.		Attend- ants at Summer Schools.		Attend- ance at Teachers' Associations.		Subscrib- ers to Edu- cational Journals.	
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
In State	623	155	930	89	452	129	2185	499
Alachua	29	...	33	4	25	...	76	35
Baker	8	5	18	...	3	5	21	6
Bay	...	...	3	...	2	...	28	...
Bradford	...	...	6	...	1	...	25	...
Brevard	5	4	7	5	9	7	11	11
Broward	4	...	8	...	22	1	29	3
Calhoun	...	...	10	1	2	1	17	2
Citrus	3	2	35	...	1	3	37	5
Clay	2	1	6	...	3	...	11	...
Columbia	7	...	9	...	2	...	19	...
Dade	20	...	32	...	24	...	83	...
DeSoto	...	5	7	4	1	9	8	13
Duval	59	23	138	27	19	16	206	76
Escambia	1	...	...	1	...	...	...	10
Flagler	...	...	2	...	2	...	1	...
Franklin	1	3	...	...	...	...	18	5
Gadsden	25	1	25	...	...	...	113	29
Hamilton	4	...	1	...	...	...	52	10
Hernando	...	...	1	...	...	...	1	5
Hillsborough	58	...	71	...	40	...	160	...
Holmes	5	...	10	...	2	...	39	1
Jackson	10	...	2	...	15	...	14	...
Jefferson	7	...	26	...	1	1	19	4
Lafayette	10	...	16	...	10	...	26	...
Lake	...	...	34	1	13	5	50	15
Lee	16	...	2	...	5	2	52	2
Leon	18	7	22	10	1	2	24	9
Levy	6	...	25	...	1	...	37	...
Liberty	1	...	8	...	1	...	8	...
Madison	10	...	8	...	16	2	26	12
Manatee	1	...	10	...	3	...	48	3
Marion	41	26	33	10	9	11	64	32
Monroe	...	3	1	...	...	2	14	2
Nassau	6	...	14	...	4	...	27	...
Okaloosa	1	...	23	2	3	...	22	2
Okeechobee	2	...	...	...	...	...	...	...
Orange	33	18	27	1	35	13	65	28
Osceola	2	...	8	...	19	...	11	...
Palm Beach	39	17	7	2	11	5	40	7
Pasco	12	...	11	...	3	1	37	5
Pinellas	28	...	61	2	8	1	86	16
Polk	27	13	17	1	2	17	34	34
Putnam	13	1	7	1	17	3	36	16
St. Johns	15	13	6	5	4	3	17	21
St. Lucie	18	5	13	1	8	4	55	4
Santa Rosa	4	...	31	3	...	...	59	8
Seminole	8	2	3	...	16	...	36	...
Sumter	6	...	5	...	5	...	43	10
Suwannee	9	...	5	...	...	...	4	...
Taylor	4	...	9	...	1	...	26	...
Volusia	32	6	42	7	82	15	119	18
Wakulla	2	...	17	...	...	...	25	10
Walton	2	...	15	...	...	...	27	10
Washington	9	...	...	...	1	...	79	19

TABLE XI—(a) Average Age of Teachers; (b) Average Experience in Months; (c) Percentage of Males.

1917-1918 Counties.	Average Age in Years.					Average Experi- ence in Months.					Percentage of Males.		
	All Teachers.	White.		Negro.		All Teachers.	White.		Negro.		Both Races.	White.	Negro.
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.			
In State	25	27	24	34	26	40	42	34	90	47	20	19	22
Alachua	30	31	21	39	31	53	93	44	94	60	19	15	28
Baker	29	26	23	41	24	54	45	25	117	30	34	28	83
Bay	26	26	26	28	25	28	30	27	58	27	20	20	20
Bradford	22	25	21	33	31	24	29	11	93	101	32	30	50
Brevard	27	36	25	32	27	46	79	32	140	58	19	17	31
Broward	28	32	28	34	22	49	82	46	58	14	21	20	33
Calhoun	27	28	23	42	34	29	31	18	104	41	34	33	40
Citrus	24	25	24	34	21	31	34	28	50	32	29	30	22
Clay	28	25	24	49	34	50	41	26	247	104	20	19	25
Columbia	26	24	26	30	24	32	34	28	48	33	25	27	21
Dade	29	32	26	33	27	48	63	38	74	48	14	14	15
DeSoto	27	30	25	40	28	37	50	27	61	76	27	29	12
Duval	31	26	30	41	31	71	52	69	109	75	8	7	10
Escambia	28	28	25	40	29	47	39	43	121	53	11	9	17
Flagler	25	38	24	35	34	26	25	24	40	42	20	16	50
Franklin	28	23	28	45	28	...	19	42	160	33	13	15	10
Gadsden	27	30	24	45	29	42	32	28	144	55	18	17	20
Hamilton	23	26	22	34	25	30	44	23	36	35	26	28	19
Hernando	27	39	25	30	28	33	125	19	39	33	15	13	50
Hillsborough	30	35	24	37	28	61	83	49	111	49	13	13	13
Holmes	31	28	27	54	23	42	34	27	108	27	56	56	40
Jackson	25	25	22	41	24	38	34	20	116	35	30	28	34
Jefferson	31	28	27	54	23	42	34	27	108	27	31	21	48
Lafayette	27	26	26	50	30	29	31	22	123	30	40	40	40
Lake	29	30	28	44	29	46	79	39	254	16	17	17	14
Lee	27	33	26	22	25	49	99	43	20	26	15	15	16
Leon	31	28	28	56	32	50	52	43	125	48	12	14	11
Levy	26	28	24	36	26	32	51	24	71	31	21	17	30
Liberty	23	28	20	38	24	33	36	18	121	32	20	14	31
Madison	27	29	24	40	25	43	53	35	88	39	28	30	27
Manatee	31	33	28	45	29	41	45	36	86	40	15	15	11
Marion	27	25	26	36	28	56	47	40	109	76	16	15	20
Monroe	27	37	24	43	28	41	89	34	108	47	8	6	13
Nassau	28	39	24	58	30	41	74	26	198	62	7	8	5
Okaloosa	25	28	23	35	27	27	33	22	70	31	28	29	25
Okeechobee	24	35	21	...	...	18	46	17	...	...	17	17	...
Orange	29	35	28	33	30	61	85	50	82	69	17	20	9
Osceola	31	32	30	32	28	62	57	95	40	55	11	8	27
Palm Beach	29	26	25	40	30	58	38	106	52	16	17	17	10
Pasco	28	32	26	39	32	42	71	29	116	82	20	19	33
Pinellas	28	33	28	30	27	51	68	50	61	43	12	10	21
Polk	27	31	25	37	29	49	49	44	131	68	13	14	8
Putnam	30	28	29	42	31	51	38	44	134	64	18	22	11
St. Johns	29	43	28	39	27	53	105	44	124	46	12	9	19
St. Lucie	27	30	26	35	28	44	66	35	124	40	17	14	37
Santa Rosa	26	26	24	50	30	35	32	30	286	53	19	28	8
Seminole	30	46	28	37	29	48	110	37	96	48	12	12	11
Sumter	29	31	27	44	29	65	82	50	162	56	28	26	40
Suwannee	30	23	33	36	25	30	23	22	82	42	29	35	25
Taylor	25	24	25	45	18	43	37	43	248	4	46	46	50
Volusia	32	34	28	40	26	65	69	51	102	40	17	18	14
Wakulla	26	34	21	45	28	27	60	11	102	27	20	20	20
Walton	24	25	24	41	23	33	29	17	153	33	30	31	31
Washington	25	24	22	38	27	31	32	22	112	35	38	41	26

TABLE XII—Aggregate Days Taught by All Teachers.

1917-1918 Counties.	Total Both Races.	Whites.			Negroes.		
		Total.	Males.	Females.	Total.	Males.	Females.
In State.....	782,263	650,639	113,033	537,606	135,624	26,255	109,369
Alachua.....	26,465	21,290	3,003	18,287	5,175	1,357	3,818
Baker.....	4,213	4,893	1,405	3,488	320	300	20
Bay.....	9,972	9,107	1,688	7,419	865	200	665
Bradford.....	10,737	9,497	2,943	6,554	1,240	640	600
Brevard.....	10,150	9,175	1,510	7,665	975	260	715
Broward.....	6,835	5,747	772	4,975	1,088	399	689
Calhoun.....	7,246	6,504	2,264	4,240	742	340	402
Citrus.....	6,150	5,360	1,429	3,931	790	160	630
Clay.....	6,441	5,161	1,168	3,993	1,280	280	1,000
Columbia.....	13,296	9,480	1,747	7,733	3,816	720	3,096
Dade.....	26,791	24,064	3,510	20,554	2,727	384	2,343
DeSoto.....	26,036	24,326	5,979	18,347	1,710	280	1,430
Duval.....	68,682	54,241	3,733	50,508	14,441	1,590	12,851
Escambia.....	33,372	26,977	2,360	24,617	6,395	1,717	4,678
Flagler.....	2,431	2,316	433	1,883	115	40	75
Franklin.....	3,750	2,795	320	2,475	955	110	845
Gadsden.....	13,385	10,322	1,292	9,030	3,063	800	2,263
Hamilton.....	8,601	7,591	1,732	5,859	1,010	160	850
Hernando.....	4,990	4,090	490	3,600	900	200	700
Hillsborough.....	64,642	58,507	7,046	51,461	6,135	820	5,315
Holmes.....	8,886	8,535	4,888	3,647	351	120	231
Jackson.....	22,445	15,415	4,265	11,150	7,030	2,480	4,550
Jefferson.....	7,028	5,335	936	4,399	1,693	850	843
Lafayette.....	8,428	7,934	2,994	4,940	494	234	260
Lake.....	15,630	13,173	2,268	10,905	2,557	360	2,197
Lee.....	11,955	11,075	1,600	9,475	880	160	720
Leon.....	14,377	9,077	1,280	7,797	5,300	640	4,660
Levy.....	10,413	8,033	1,225	6,808	2,280	700	1,580
Liberty.....	4,645	3,800	670	3,130	845	380	465
Madison.....	11,765	9,750	3,129	6,621	2,015	380	1,635
Manatee.....	6,120	16,100	2,183	13,917	2,020	240	1,780
Marion.....	25,409	15,870	1,853	14,017	9,539	1,518	8,021
Monroe.....	9,347	7,577	631	6,946	1,770	240	1,530
Nassau.....	8,171	5,766	570	5,196	2,405	140	2,265
Okaloosa.....	7,812	7,172	1,921	5,251	640	160	480
Okeechobee.....	2,940	2,940	560	2,380	.....	.....	.....
Orange.....	19,621	15,105	2,830	12,275	4,516	440	4,076
Osceola.....	9,506	8,270	800	7,470	1,236	400	836
Palm Beach.....	13,624	11,534	2,195	9,339	2,090	220	1,870
Pasco.....	9,984	9,274	1,331	7,943	710	240	470
Pinellas.....	22,420	20,237	2,116	18,121	2,183	447	1,736
Polk.....	38,451	33,411	4,840	28,571	5,040	380	4,660
Putnam.....	13,528	9,233	1,822	7,411	4,295	420	3,875
St. Johns.....	10,530	7,430	820	6,610	3,100	520	2,580
St. Lucie.....	7,727	6,985	965	6,020	742	337	405
Santa Rosa.....	11,139	10,184	2,206	7,978	955	80	875
Seminole.....	7,134	6,774	760	6,014	3,360	380	2,980
Sumter.....	7,712	6,572	1,755	4,817	1,140	400	740
Suwannee.....	13,010	10,173	2,560	7,613	2,837	690	2,147
Taylor.....	7,486	7,241	2,898	4,343	245	165	80
Volusia.....	26,316	20,537	3,592	16,945	5,779	863	4,916
Wakulla.....	4,258	3,158	720	2,438	1,100	280	820
Walton.....	9,358	8,938	2,645	6,293	1,120	320	800
Washington.....	8,303	6,688	2,481	4,207	1,615	314	1,301

TABLE XIII—Aggregate Salaries Paid All Teachers.

1917-1918 Counties.	Total.	To White Males.	To White Females.	To Negro. Males.	To Negro. Females.
In State	\$2,386,976.01	\$514,567.57	\$1,639,200.46	\$56,926.28	\$176,281.70
Alachua	73,403.00	13,419.25	53,273.50	5,138.00	4,572.25
Baker	14,162.75	5,655.00	8,052.75	435.00	20.00
Bay	26,721.75	6,526.37	19,000.38	300.00	895.00
Bradford	27,015.10	9,655.85	15,439.25	1,130.00	790.00
Brevard	32,613.75	8,820.00	23,805.00	961.25	1,527.50
Broward	24,921.50	4,546.75	18,171.00	938.00	1,265.75
Calhoun	15,716.60	6,646.25	8,328.35	340.00	402.00
Citrus	18,957.50	6,957.25	11,037.75	240.00	722.50
Clay	15,197.50	3,718.00	9,264.50	655.00	1,560.00
Columbia	30,453.75	6,469.50	19,193.25	1,155.00	3,636.00
Dade	110,986.16	26,937.75	77,818.41	1,219.00	5,011.30
DeSoto	85,814.97	27,762.30	54,882.67	840.00	2,330.00
Duval	234,026.50	26,598.25	179,259.00	5,447.50	22,692.75
Escambia	92,620.67	11,614.63	67,697.04	3,852.25	9,456.75
Flagler	7,816.75	1,892.75	5,751.50	60.00	112.50
Franklin	11,045.00	1,600.00	7,941.25	285.00	1,218.75
Gadsden	34,706.20	5,549.25	25,447.50	1,078.00	2,631.45
Hamilton	20,512.50	6,251.50	13,081.00	260.00	920.00
Hernando	13,795.87	2,195.00	10,170.87	460.00	970.00
Hillsborough	228,125.75	40,106.25	174,583.50	2,525.00	10,911.00
Holmes	22,071.42	12,582.65	9,012.77	222.50	253.50
Jackson	53,995.25	15,793.75	30,351.50	3,020.00	4,830.00
Jefferson	16,712.00	3,632.00	11,209.00	1,047.50	823.50
Lafayette	24,308.75	10,364.30	13,106.45	428.00	410.00
Lake	48,026.87	11,125.00	32,496.00	960.00	3,445.87
Lee	41,860.00	9,000.00	31,300.00	480.00	1,080.00
Leon	35,770.75	6,205.00	21,065.75	1,440.00	7,060.00
Levy	27,293.75	4,728.75	19,215.00	1,200.00	2,150.00
Liberty	8,887.75	2,110.00	5,791.50	515.00	471.25
Madison	27,495.20	9,423.25	15,683.95	526.00	1,862.00
Manatee	58,346.13	10,976.38	43,074.75	740.00	3,555.00
Marion	64,350.63	8,885.50	40,405.50	3,391.50	11,668.13
Monroe	24,373.50	3,750.00	16,919.25	860.00	2,844.25
Nassau	17,921.75	2,540.00	11,179.25	700.00	3,502.50
Okaloosa	18,224.33	5,465.08	11,899.25	200.00	660.00
Okeechobee	9,142.10	2,560.00	6,582.10	.....	.....
Orange	67,912.50	15,102.50	43,767.50	1,300.00	7,742.50
Osceola	32,833.25	5,360.00	24,881.25	920.00	1,672.00
Palm Beach	52,128.01	14,095.26	33,307.75	825.00	3,900.00
Pasco	28,061.00	6,556.00	20,587.50	330.00	587.50
Pinellas	93,403.75	17,975.25	70,590.75	1,455.75	3,382.00
Polk	127,909.50	24,500.00	92,584.50	1,245.00	9,580.00
Putnam	36,314.75	7,421.25	22,229.75	1,095.00	5,568.75
St. Johns	28,665.00	3,360.00	19,515.00	1,380.00	4,410.00
St. Lucie	24,395.00	4,597.50	18,213.50	820.25	763.75
Santa Rosa	29,223.50	7,298.50	20,591.25	160.00	1,173.75
Seminole	29,159.25	4,182.00	18,959.75	1,135.00	4,882.50
Sumter	22,068.25	8,050.00	12,343.75	700.00	974.50
Suwannee	29,237.00	7,876.00	17,814.75	1,012.50	2,733.75
Taylor	23,728.62	9,836.50	13,458.37	293.75	140.00
Volusia	93,592.50	21,525.50	60,334.25	2,631.00	9,101.75
Wakulla	8,299.35	2,185.00	4,744.35	385.00	985.00
Walton	23,843.50	7,268.75	15,054.75	500.00	1,020.00
Washington	18,807.53	7,314.00	9,431.25	858.53	1,403.75

TABLE XIV—Average Monthly Salaries Paid Teachers.

1917 1918 Counties.	All.	Whites.		Negroes.	
		Males.	Females.	Males.	Females.
In State	\$60.72	\$61.05	\$60.98	\$47.93	\$32.23
Alachua	55.49	89.37	58.26	31.51	23.95
Baker	54.33	80.50	46.17	29.00	20.00
Bay	53.59	77.33	51.26	30.00	26.92
Bradford	50.32	65.62	47.11	35.31	26.33
Brevard	63.51	88.18	59.45	50.00	35.90
Broward	72.92	117.79	73.04	47.01	36.74
Calhoun	43.50	58.71	39.47	20.00	20.00
Citrus	61.61	97.37	58.70	30.08	22.92
Clay	47.19	55.10	46.41	46.78	31.20
Columbia	45.81	74.06	49.64	32.00	23.50
Dade	82.84	153.50	75.96	63.48	42.77
DeSoto	66.26	92.21	60.69	60.00	32.58
Duval	68.13	142.50	70.98	68.89	35.31
Escambia	55.48	98.42	55.00	44.88	40.43
Flagler	64.22	87.42	61.08	30.00	30.00
Franklin	58.81	100.00	64.04	51.66	28.67
Gadsden	51.86	85.90	56.36	26.95	23.25
Hamilton	47.70	72.18	44.82	32.50	22.82
Hernando	55.29	89.59	56.50	46.00	27.71
Hillsborough	71.03	113.84	67.65	61.58	41.06
Holmes	49.25	50.93	47.18	37.08	21.94
Jackson	48.11	74.06	54.44	24.27	21.23
Jefferson	47.56	77.58	50.96	24.65	19.53
Lafayette	57.69	69.24	53.06	36.83	31.54
Lake	60.67	98.10	59.59	41.30	31.35
Lee	77.99	112.50	66.07	60.00	30.00
Leon	49.76	96.95	54.03	45.00	30.30
Levy	52.93	77.20	56.58	28.00	27.21
Liberty	38.26	62.98	37.06	27.10	20.26
Madison	46.74	60.23	47.37	27.68	22.77
Manatee	64.39	100.56	62.24	61.67	39.77
Marion	50.65	95.35	57.65	44.67	29.09
Monroe	52.15	118.86	48.69	71.66	37.18
Nassau	43.86	89.12	43.03	100.00	30.93
Okaloosa	42.49	56.89	45.32	25.00	29.58
Okeechobee	62.87	91.43	55.31	.....	.....
Orange	69.44	106.72	71.32	59.09	38.00
Osceola	69.08	134.00	66.62	46.00	40.00
Palm Beach	76.52	128.43	71.34	75.00	41.76
Pasco	56.19	98.51	51.86	27.50	25.00
Pinellas	83.32	169.89	77.91	65.13	38.96
Polk	66.53	101.24	64.81	65.52	46.08
Putnam	53.68	81.45	60.00	52.16	28.71
St. Johns	54.44	81.95	59.05	53.08	34.18
St. Lucie	63.14	95.28	60.51	48.68	37.71
Santa Rosa	45.68	66.17	51.62	40.00	26.83
Seminole	57.54	110.05	63.05	59.74	32.77
Sumter	57.23	92.16	51.25	35.00	29.34
Suwannee	44.94	61.53	46.27	29.36	25.46
Taylor	66.06	67.88	61.98	38.60	35.00
Volusia	71.10	119.74	71.21	61.09	37.08
Wakulla	38.98	60.69	38.92	27.50	24.02
Walton	47.41	54.96	47.81	31.25	25.50
Washington	45.30	58.96	44.83	33.52	23.00

TABLE XV—Highest and Lowest Monthly Salaries Paid Teachers.

1917-1918 Counties.	Highest.				Lowest.			
	To White.		To Negro.		To White.		To Negro.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	\$437.50	\$150.00	\$166.67	\$75.00	\$25.00	\$20	\$15.00	\$12
Alachua	250.00	100.00	50.00	35.00	40.00	40	20.00	20
Baker	150.00	83.75	35.00	20.00	30.00	30	25.00	20
Bay	150.00	100.00	30.00	30.00	35.00	30	30.00	20
Bradford	125.00	70.00	50.00	40.00	35.00	35	25.00	25
Brevard	140.00	80.00	60.00	40.00	75.00	45	40.00	30
Broward	175.00	110.00	60.00	40.00	65.00	60	40.00	35
Calhoun	100.00	60.00	20.00	20.00	25.00	25	20.00	20
Citrus	160.00	75.00	40.00	32.00	45.00	35	20.00	15
Clay	125.00	75.00	60.00	30.00	40.00	40	35.00	30
Columbia	175.00	85.00	55.00	35.00	55.00	30	10.00	20
Dade	388.88	140.00	80.00	50.00	75.00	30	45.00	30
DeSoto	200.00	125.00	65.66	40.00	40.00	35	55.00	30
Duval	300.00	133.33	166.00	45.00	48.00	25	30.00	25
Escambia	200.00	125.00	85.00	50.00	40.00	35	35.00	35
Flagler	137.50	75.00	30.00	30.00	50.00	50	30.00	30
Franklin	125.00	150.00	51.66	30.00	75.00	35	51.66	25
Gadsden	222.00	110.00	50.00	25.00	40.00	35	23.00	20
Hamilton	200.00	75.00	40.00	25.00	40.00	40	22.00	20
Hernando	125.00	85.00	50.00	30.00	45.00	45	40.00	30
Hillsborough	262.50	150.00	75.00	75.00	45.00	40	40.00	35
Holmes	125.00	75.00	45.00	27.50	35.00	35	21.25	20
Jackson	150.00	75.00	30.00	25.00	30.00	30	20.00	17
Jefferson	137.50	62.50	35.00	25.00	40.00	40	15.00	12
Lafayette	150.00	80.00	40.00	40.00	42.50	35	35.00	30
Lake	175.00	85.00	60.00	35.00	45.00	40	30.00	25
Lee	177.78	115.00	60.00	30.00	55.00	25	60.00	30
Leon	312.15	100.00	75.00	40.00	40.00	35	25.00	25
Levy	110.00	100.00	40.00	35.00	40.00	40	30.00	25
Liberty	90.00	50.00	30.00	25.00	35.00	30	25.00	15
Madison	125.00	75.00	37.00	37.00	43.00	43	22.00	22
Manatee	225.00	110.00	70.00	50.00	50.00	45	50.00	35
Marion	225.00	110.00	100.00	40.00	40.00	40	25.00	25
Monroe	150.00	75.00	85.00	50.00	100.00	40	45.00	30
Nassau	150.00	75.00	100.00	40.00	35.00	35	100.00	20
Okaloosa	100.00	75.00	25.00	30.00	35.00	35	25.00	25
Okeechobee	125.00	65.00	.....	.....	65.00	20	.....	.....
Orange	175.00	110.00	85.00	50.00	60.00	60	40.00	30
Osceola	250.00	100.00	55.00	40.00	55.00	45	40.00	40
Palm Beach	222.22	110.00	75.00	50.00	55.00	50	75.00	40
Pasco	165.00	92.50	35.00	25.00	40.00	35	25.00	15
Pinellas	437.50	150.00	90.00	50.00	75.00	55	45.00	35
Polk	225.00	125.00	75.00	50.00	45.00	45	50.00	35
Putnam	200.00	100.00	75.00	40.00	45.00	40	35.00	25
St. Johns	150.00	125.00	75.00	50.00	45.00	40	30.00	25
St. Lucie	160.00	90.00	60.00	40.00	50.00	45	40.00	30
Santa Rosa	140.00	80.00	40.00	30.00	40.00	40	40.00	25
Seminole	200.00	85.00	90.00	40.00	80.00	45	40.00	25
Sumter	125.00	75.00	35.00	30.00	60.00	35	35.00	25
Suwannee	200.00	85.00	50.00	30.00	35.00	35	20.00	20
Taylor	175.00	125.00	40.00	35.00	35.00	35	35.00	35
Volusia	275.00	125.00	78.12	40.00	60.00	55	35.00	55
Wakulla	75.00	60.00	30.00	25.00	35.00	30	22.50	20
Walton	187.50	70.00	40.00	30.00	35.00	35	25.00	25
Washington ..	182.00	75.00	35.00	35.00	30.00	30	30.00	20

TABLE XVI—State School Taxation in 1917.
PART I—One Mill Tax.

1917-1918 Counties.	One Mill Tax.			
	Property Assessed.	Assessed.	Apportion- ment.	Percent. Returned.
In State	\$322,216.072	\$322,216.07	\$341,985.60	106
Alachua	7,667.410	7,667.41	14,486.40	189
Baker	1,786.768	1,786.77	1,963.20	110
Bay	3,028.078	3,028.07	3,885.60	118
Bradford	3,139.688	3,139.68	6,616.80	211
Brevard	4,613.190	4,613.19	3,196.80	69
Broward	3,594.689	3,594.69	2,018.40	56
Calhoun	1,861.775	1,861.77	3,444.00	185
Citrus	2,754.786	2,754.78	2,613.60	95
Clay	2,147.267	2,147.26	2,229.60	104
Columbia	3,749.410	3,749.41	7,737.60	206
Dade	12,823.273	12,823.27	8,988.00	70
DeSoto	9,011.951	9,011.95	10,471.20	116
Duval	45,192.220	45,192.22	25,272.00	116
Escambia	14,063.990	14,063.99	14,167.20	101
Flagler	1,302.410	1,302.41	494.40	37
Franklin	1,604.335	1,604.33	1,435.20	89
Gadsden	2,788.463	2,788.46	8,472.00	304
Hamilton	2,703.874	2,703.87	4,843.20	179
Hernando	2,359.957	2,359.95	2,028.00	86
Hillsborough	26,203.837	26,203.83	28,305.60	108
Holmes	1,974.977	1,974.97	5,767.20	292
Jackson	4,263.276	4,263.27	13,200.00	309
Jefferson	2,508.553	2,508.55	6,844.80	273
Lafayette	3,035.284	3,035.28	2,913.60	96
Lake	5,803.740	5,803.74	4,958.40	85
Lee	7,093.259	7,093.25	3,552.00	50
Leon	4,315.225	4,315.22	8,258.40	191
Levy	3,737.843	3,737.84	4,288.80	115
Liberty	1,283.196	1,283.19	1,874.40	147
Madison	3,451.168	3,451.27	8,517.60	249
Manatee	7,269.494	7,269.49	6,242.40	82
Marion	7,213.397	7,213.39	11,949.60	166
Monroe	4,096.927	4,096.92	4,003.20	98
Nassau	3,337.388	3,337.38	3,854.40	116
Okaloosa	2,423.232	2,423.23	3,972.00	164
Okeechobee	164.589	1,611.58	614.40	38
Orange	7,494.752	7,494.75	6,475.20	87
Osceola	5,924.919	5,924.91	3,062.40	52
Palm Beach	7,547.255	7,547.25	4,065.60	62
Pasco	4,197.953	4,197.95	3,645.60	87
Pinellas	10,012.326	10,012.32	7,646.40	76
Polk	15,852.445	15,852.44	14,534.40	92
Putnam	5,195.542	5,195.54	5,234.40	101
St. Johns	10,994.031	10,994.03	4,012.80	36
St. Lucie	5,681.057	5,681.05	3,398.40	60
Santa Rosa	4,040.021	4,040.02	5,371.20	132
Seminole	4,041.303	4,041.30	3,667.20	91
Sumter	2,595.231	2,595.23	3,756.00	146
Suwannee	3,526.294	3,526.94	8,971.20	254
Taylor	5,255.968	5,255.96	2,608.80	50
Volusia	11,546.189	11,546.18	8,263.20	72
Wakulla	898.319	898.31	2,181.60	243
Walton	2,875.835	2,875.83	5,656.80	197
Washington	1,905.112	1,905.11	5,354.40	280

TABLE XVI—County Taxation for Schools in 1917
PART II—Assessment and Collection of 1917; Delinquent Taxes Paid.

1917-1918 Counties.	No. Mills Levied.	Assessed.	Collected.	Percent Collected.	Delinquent Taxes Paid.	Total.
In State .....	....	\$2,231,417.45	\$1,833,835.12	82	\$278,676.63	\$2,113,640.75
Alachua	7	53,671.87	48,266.10	90	4,541.53	52,807.63
Baker	7	13,380.62	10,175.23	76	909.60	11,084.83
Bay	7	21,196.54	17,357.07	82	1,997.40	19,354.47
Bradford	7	21,977.71	18,680.95	85	3,384.83	22,065.78
Brevard	7	32,292.32	30,902.06	96	652.68	31,554.74
Broward	7	25,187.39	19,696.69	78	5,040.60	24,737.29
Calhoun	7	13,032.43	10,115.17	78	3,501.75	13,616.92
Citrus	7	19,282.81	16,251.79	84	1,312.26	17,564.05
Clay	7	15,030.80	13,890.64	92	558.52	14,449.16
Columbia	7	24,355.01	20,214.66	83	7,165.23	27,379.89
Dade	7	89,762.91	62,793.69	70	3,505.31	66,299.00
DeSoto	7	62,129.69	46,728.13	75	9,837.75	56,565.88
Duval	7	331,049.04	211,550.26	64	66,741.28	278,291.54
Escambia	7	98,447.93	77,949.81	79	30,667.01	108,616.82
Flagler	7	9,116.80	8,559.72	94	.....	8,559.72
Franklin	7	11,230.38	6,148.92	55	2,877.98	9,026.90
Gadsden	7	19,519.00	18,970.96	97	108.79	19,079.75
Hamilton	7	18,927.13	15,533.64	82	1,578.12	17,111.76
Hernando	7	16,519.70	12,910.69	78	1,621.55	14,532.24
Hillsborough	7	183,423.36	155,273.60	85	22,450.15	177,723.75
Holmes	7	13,824.83	12,321.13	90	399.83	12,720.96
Jackson	7	20,842.93	25,366.49	85	5,871.20	31,237.69
Jefferson	7	17,559.87	15,704.12	90	2,881.32	18,585.43
Lafayette	7	21,246.98	20,219.72	95	450.24	20,669.96
Lake	7	40,626.18	38,376.81	94	1,685.99	40,062.50
Lee	7	42,559.55	38,869.08	91	582.24	39,451.32
Leon	7	28,700.00	21,842.79	76	2,102.90	23,945.69
Levy	7	26,164.98	22,743.45	87	961.25	23,704.70
Liberty	7	8,982.37	7,185.90	80	1,958.12	10,144.11
Madison	7	24,158.67	19,109.70	79	3,398.34	22,508.04
Manatee	7	50,886.46	46,033.01	90	4,469.33	50,502.34
Marion	7	50,493.78	45,167.94	89	4,877.38	50,045.32
Monroe	7	28,698.00	23,532.36	82	6,742.25	30,382.61
Nassau	7	23,361.71	15,526.50	66	5,884.33	21,410.83
Okaloosa	7	16,962.62	15,266.36	90	5,042.24	20,308.60
Okeechobee	7	11,881.12	7,909.73	67	.....	7,909.73
Orange	7	52,463.26	49,514.98	74	1,341.23	50,856.21
Osceola	7	37,009.92	33,449.07	90	3,719.41	37,168.48
Palm Beach	7	52,800.83	45,086.92	85	1,980.20	47,067.12
Pasco	7	29,385.67	24,154.02	82	3,189.19	27,343.21
Pinellas	7	70,086.52	57,832.13	83	13,126.49	70,958.62
Polk	7	110,967.09	94,993.71	86	11,095.43	106,089.14
Putnam	7	36,368.79	33,234.67	91	714.27	33,948.94
St. Johns	7	35,445.43	32,423.25	91	1,708.43	34,131.68
St. Lucie	7	32,960.52	32,252.83	98	707.69	32,960.52
Santa Rosa	7	28,280.15	24,843.68	88	3,626.76	28,470.44
Seminole	7	28,289.12	25,510.35	90	2,604.97	28,115.32
Sumter	7	17,938.90	16,037.42	90	676.55	16,713.97
Suwannee	7	24,684.05	21,710.75	88	7,428.67	29,139.42
Taylor	7	36,791.77	35,481.11	96	96.85	35,577.96
Volusia	7	82,703.32	73,440.35	89	3,515.22	76,955.57
Wakulla	7	6,288.23	4,874.86	78	4,476.20	9,351.06
Walton	7	20,130.84	18,847.57	94	809.69	19,657.26
Washington	7	13,336.55	11,894.23	89	2,100.64	13,994.87

TABLE XVI—PART III—Poll Taxes of 1917 and Delinquent Taxes Paid.

1917-1918 Counties.	Assessed.	Collected.	Delinquent Taxes Paid.	Total.
In State	\$85,036.00	\$70,763.00	\$18,727.00	\$89,490.00
Alachua	2,207.00	2,341.00	119.00	2,460.00
Baker	579.00	620.00	204.00	824.00
Bay	1,037.00	649.00	120.00	769.00
Bradford	1,246.00	1,246.00	266.00	1,512.00
Brevard	1,686.00	627.00	19.00	646.00
Broward	535.00	463.00	72.00	535.00
Calhoun	1,100.00	707.00	72.00	779.00
Citrus	405.00	547.00	123.00	670.00
Clay	729.00	667.00	112.00	779.00
Columbia	1,586.00	884.00	214.00	1,098.00
Dade	5,617.00	3,969.00	99.00	4,068.00
DeSoto	1,065.00	2,852.00	403.00	3,255.00
Duval	12,494.00	6,486.00	6,034.00	12,520.00
Escambia	5,733.00	2,604.00	523.00	3,127.00
Flagler	459.00	297.00	162.00	459.00
Franklin	665.00	276.00	69.00	345.00
Gadsden	1,665.00	1,500.00	12.00	1,512.00
Hamilton	1,154.00	531.00	227.00	758.00
Hernando	975.00	500.00	206.00	706.00
Hillsborough	5,372.00	4,348.00	2,121.00	6,469.00
Holmes	1,512.00	1,638.00	127.00	1,765.00
Jackson	3,459.00	3,459.00	.....	3,459.00
Jefferson	1,099.00	1,084.00	25.00	1,109.00
Lafayette	933.00	778.00	105.00	883.00
Lake	1,328.00	1,160.00	31.00	1,191.00
Lee	598.00	792.00	.....	792.00
Leon	1,451.00	1,469.00	321.00	1,790.00
Levy	666.00	835.00	111.00	946.00
Liberty	556.00	517.00	70.00	587.00
Madison	1,831.00	1,271.00	151.00	1,422.00
Manatee	1,417.00	1,166.00	501.00	1,667.00
Marion	2,852.00	2,162.00	452.00	2,614.00
Monroe	840.00	840.00	644.00	1,484.00
Nassau	500.00	412.00	224.00	636.00
Okaloosa	912.00	794.00	.....	794.00
Okeechobee	606.00	606.00	.....	606.00
Orange	539.00	1,122.00	312.00	1,434.00
Osceola	354.00	617.00	174.00	791.00
Palm Beach	544.00	1,174.00	682.00	1,856.00
Pasco	430.00	430.00	13.00	443.00
Pinellas	1,093.00	1,488.00	201.00	1,689.00
Polk	2,278.00	2,278.00	663.00	2,941.00
Putnam	823.00	1,135.00	159.00	1,294.00
St. Johns	633.00	895.00	844.00	1,739.00
St. Lucie	442.00	754.00	231.00	985.00
Santa Rosa	750.00	956.00	346.00	1,302.00
Seminole	1,011.00	851.00	288.00	1,139.00
Sumter	784.00	894.00	.....	894.00
Suwannee	2,040.00	1,616.00	203.00	1,819.00
Taylor	891.00	910.00	.....	910.00
Volusia	1,880.00	2,353.00	164.00	2,517.00
Wakulla	906.00	501.00	283.00	784.00
Walton	1,528.00	788.00	210.00	998.00
Washington	1,241.00	904.00	15.00	919.00

TABLE XVI—PART IV—District Taxes of 1917.

1917-1918 Counties.	Number of Districts.	Assessed.	Collected.	Delinquent.	Total.
In State	989	\$1,608,292.18	\$929,969.89	\$120,058.38	\$1,050,028.27
Alachua	49	31,463.61	28,188.14	1,305.54	29,493.68
Baker	14	4,840.01	3,903.01	279.20	4,182.21
Bay	13	10,796.97	9,428.44	1,927.18	11,355.62
Bradford	37	8,727.84	8,884.69	34.43	8,919.12
Brevard	5	25,593.95	13,977.04	.06	13,977.10
Broward	8	21,013.17	16,901.55	5,097.58	21,999.13
Calhoun	21	6,679.34	5,334.79	2,978.37	8,313.16
Citrus	17	7,721.28	7,307.73	.....	7,307.73
Clay	6	6,330.82	5,765.55	234.35	5,999.90
Columbia	10	6,311.08	6,311.08	1,095.62	7,406.70
Lade	13	76,904.71	39,382.99	6,937.09	46,320.08
DeSoto	41	50,734.28	35,330.39	10,576.08	45,906.47
Duval	1	42,284.34	72,788.86	12,488.80	85,277.66
Escambia	15	6,967.47	5,444.30	1,208.03	6,652.33
Flagler	2	.....	.....	.....	.....
Franklin	5	4,207.07	2,295.09	1,068.15	3,363.24
Gadsden	13	6,634.71	6,425.64	20.59	6,446.23
Hamilton	4	3,413.62	2,399.88	247.34	2,647.22
Hernando	17	8,638.84	5,525.40	836.57	6,361.97
Hillsborough	56	160,750.03	136,148.29	15,175.92	151,324.21
Holmes	37	5,312.54	6,052.60	140.63	6,193.23
Jackson	41	9,064.18	9,064.18	.....	9,064.18
Jefferson	9	4,697.74	3,911.03	310.01	4,221.04
Lafayette	21	7,693.00	7,324.04	123.29	7,447.33
Lake	35	15,681.99	14,540.21	661.06	15,201.27
Lee	14	30,784.90	25,587.07	1,062.29	26,649.36
Leon	1	6,000.00	3,343.12	524.57	3,867.69
Levy	30	13,618.95	12,503.52	3,661.10	16,164.62
Liberty	3	.....	.....	179.71	179.71
Madison	12	3,992.73	2,763.25	201.06	2,964.31
Manatee	39	21,241.65	19,355.41	1,477.54	20,832.95
Marion	41	32,958.11	31,427.59	4,254.92	35,682.51
Monroe .....	.....	.....	.....	.....	.....
Nassau	3	4,005.83	1,869.62	1,608.40	3,478.02
Okaloosa	7	2,337.91	2,062.56	.....	2,062.56
Okeechobee	3	10,638.71	10,638.71	.....	10,638.71
Orange	27	40,067.37	37,734.43	866.22	38,600.65
Osceola	13	6,264.51	5,489.21	421.04	5,910.25
Palm Beach	17	46,155.26	40,800.48	.....	40,800.48
Pasco	36	15,710.23	12,729.60	1,655.38	14,385.28
Pinellas	14	64,787.43	53,398.48	12,045.34	65,443.82
Polk	55	76,268.40	66,879.13	20,362.43	87,241.56
Putnam	18	11,795.00	11,125.11	261.34	11,386.45
St. Johns	1	799.65	736.07	50.34	786.41
St. Lucie	13	16,280.87	16,200.11	481.38	16,681.49
Santa Rosa	11	4,304.71	4,207.00	47.34	4,254.34
Seminole	6	18,485.86	16,314.72	1,655.85	17,970.57
Sumter	21	10,118.02	9,695.39	378.93	10,074.23
Suwannee	23	13,058.61	11,733.40	1,040.57	12,773.97
Taylor	23	14,601.82	11,565.15	35.83	11,600.98
Volusia	23	61,939.37	57,667.27	2,806.80	60,474.07
Wakulla	6	1,906.06	1,492.42	1,686.85	3,179.27
Walton	19	5,336.19	5,201.62	269.77	5,471.39
Washington	20	2,671.44	4,814.32	277.49	5,091.81

TABLE XVII—School Funds Receipts of 1917.
PART I—Their Sources.

1917-1918 Counties.	Total Receipts.	Cash From Last Year.	From County Taxes.	From Poll Taxes.	From District Taxes.
In State	\$7,934,671.68	\$1,906,477.37	\$2,113,640.75	\$89,490	\$1,050,028.27
Alachua	215,683.13	55,630.57	52,807.63	2,460	29,493.68
Baker	30,165.09	4,563.08	11,084.83	824	4,182.21
Bay	57,979.90	15,908.37	19,354.47	769	11,355.62
Bradford	83,370.03	11,929.53	22,065.78	1,512	8,919.12
Brevard	150,274.61	29,548.41	31,554.74	646	13,977.10
Broward	143,343.43	44,322.70	24,737.29	535	21,999.13
Ca'houn	52,779.60	15,133.11	13,616.92	779	8,313.16
Citrus	69,729.32	4,803.44	17,564.05	670	7,307.73
Clay	36,958.59	6,009.12	14,449.16	779	5,999.90
Columbia	72,308.11	13,633.54	27,379.89	1,098	7,406.70
Dade	630,751.61	29,369.11	66,299.00	4,068	46,320.08
DeSoto	300,264.73	108,937.13	56,565.88	3,255	45,906.47
Duval	939,163.04	467,011.41	278,291.54	12,520	85,277.66
Escambia	207,059.86	27,579.07	108,616.82	3,127	6,652.33
Flagler	26,125.00	.....	8,559.72	459	.....
Franklin	49,064.39	6,734.02	9,026.90	345	3,363.24
Gadsden	59,830.60	8,108.60	19,079.75	1,512	6,446.23
Hamilton	41,320.17	4,109.89	17,111.76	758	2,647.22
Hernando	50,440.15	7,472.31	14,532.24	706	6,361.97
Hillsborough	658,556.57	156,065.01	177,723.75	6,469	151,324.21
Holmes	62,051.55	5,249.75	12,720.96	1,765	6,193.23
Jackson	110,627.81	6,589.35	31,237.69	3,459	9,064.18
Jefferson	76,273.62	16,635.06	18,585.44	1,109	4,221.04
Lafayette	66,397.88	16,762.67	20,669.96	883	7,447.33
Lake	87,998.41	23,751.57	40,062.50	1,191	15,201.27
Lee	151,284.04	10,115.22	40,580.55	792	26,649.36
Leon	80,669.12	10,295.32	23,945.69	1,790	3,867.69
Levy	106,264.50	42,109.71	23,704.70	946	16,164.62
Liberty	27,573.77	5,679.92	10,144.11	587	179.71
Madison	44,668.45	6,878.50	22,508.04	1,422	2,964.31
Manatee	287,677.70	60,749.74	50,502.34	1,667	20,832.95
Marion	226,788.11	26,434.55	50,045.32	2,614	35,682.51
Monroe	43,802.36	5,738.08	30,382.61	1,484	.....
Nassau	56,600.15	11,170.40	21,410.83	636	3,478.02
Okaloosa	62,841.90	6,503.95	20,308.60	794	2,062.56
Okeechobee	41,858.57	.....	7,909.73	606	10,638.71
Orange	197,197.22	69,611.82	50,856.21	1,434	38,600.65
Osceola	86,843.61	19,485.17	37,168.48	791	5,910.25
Palm Beach	236,748.39	59,820.61	47,067.12	1,856	40,800.48
Pasco	113,547.77	14,259.20	27,343.21	443	14,385.28
Pinellas	403,263.91	181,680.58	70,958.62	1,689	65,443.82
Polk	412,049.63	127,926.85	106,089.14	2,941	87,241.56
Putnam	70,353.33	12,708.50	33,948.94	1,294	11,386.45
St. Johns	85,558.48	5,057.12	34,131.68	1,739	786.41
St. Lucie	103,070.14	22,599.65	32,960.52	985	16,681.49
Santa Rosa	111,039.65	1,340.73	28,470.44	1,302	4,254.34
Seminole	87,589.27	6,095.66	28,115.32	1,139	17,970.57
Sumter	55,585.60	11,647.30	16,713.97	894	10,074.23
Suwannee	114,226.33	20,644.52	29,139.42	1,819	12,773.97
Taylor	74,669.18	6,691.82	35,577.96	910	11,600.98
Volusia	256,722.91	45,265.97	76,955.57	2,517	60,474.07
Wakulla	22,884.81	3,295.05	9,351.06	784	3,179.27
Walton	52,444.46	15,168.00	119,657.26	998	5,471.39
Washington	42,328.07	11,647.15	13,994.87	919	5,091.81

TABLE XVII—School Fund Receipts of 1917.
PART II—Their Sources.

1917-1918 Counties.	From State Apportionment.		From Tuition Non-Res- ident Pupils.	From Examin- ation Fees.
	From Interest State Fund.	From One Mill Tax.		
In State	\$71,247.00	\$341,985.60	\$2,810.05	\$1,092.00
Alachua	3,018.00	14,486.40	401.92	35.00
Baker	409.00	1,963.20	.....	.....
Bay	809.50	3,885.60	.....	7.00
Bradford	1,378.50	6,616.80	181.10	13.00
Brevard	666.00	3,196.80	72.00	6.00
Broward	420.50	2,018.40	.....	12.00
Calhoun	717.50	3,444.00	.....	30.00
Citrus	544.50	2,613.60	.....	29.00
Clay	464.50	2,229.60	10.50	7.00
Columbia	1,612.00	7,737.60	.....	8.00
Dade	1,872.50	8,988.00	.....	22.00
DeSoto	2,181.50	10,471.20	.....	12.00
Duval	5,265.00	25,272.00	.....	122.00
Escambia	2,951.50	14,167.20	.....	57.00
Flagler	103.00	494.40	.....	4.00
Franklin	299.00	1,435.20	.....	15.00
Gadsden	1,765.00	8,472.00	.....	27.00
Hamilton	1,009.00	4,843.20	75.35	7.00
Hernando	422.50	2,028.00	187.63	4.00
Hillsborough	5,897.00	28,305.60	.....	63.00
Holmes	1,201.50	5,767.20	.....	24.00
Jackson	2,750.00	13,200.00	40.00	40.00
Jefferson	1,426.00	6,844.80	.....	15.00
Lafayette	607.00	2,913.60	.....	35.00
Lake	1,033.00	4,959.40	355.00	10.00
Lee	740.00	3,552.00	.....	7.00
Leon	1,720.50	8,258.40	.....	10.00
Levy	893.50	4,288.80	.....	9.00
Liberty	390.50	1,874.40	.....	5.00
Madison	1,774.50	8,517.60	.....	57.00
Manatee	1,300.50	6,242.40	.....	12.00
Marion	2,489.50	11,949.10	80.00	37.00
Monroe	834.00	4,003.20	.....	8.00
Nassau	803.00	3,854.40	.....	26.00
Okaloosa	827.50	3,972.00	.....	8.00
Okeechobee	128.00	614.40	.....	1.00
Orange	1,349.00	6,475.20	55.00	13.00
Osceola	638.00	3,062.40	.....	9.00
Palm Beach	972.00	4,665.60	.....	28.00
Pasco	759.50	3,645.60	.....	2.00
Pinellas	1,593.00	7,646.40	.....	22.00
Polk	3,028.00	14,554.40	.....	27.00
Putnam	1,090.50	5,234.40	.....	12.00
St. Johns	836.00	4,012.80	9.00	29.00
St. Lucie	708.00	3,398.40	44.00	4.00
Santa Rosa	1,119.00	5,371.20	.....	8.00
Seminole	764.00	3,667.20	.....	2.00
Sumter	782.50	3,756.00	.....	23.00
Suwannee	1,869.00	8,971.20	.....	30.00
Taylor	543.50	2,608.80	.....	3.00
Volusia	1,721.50	8,263.20	1,223.55	16.00
Wakulla	454.50	2,181.60	.....	14.00
Walton	1,178.50	5,656.80	.....	21.00
Washington	1,115.50	5,354.40	75.00	45.00

TABLE XVII—School Fund Receipts of 1917.
PART III—Their Sources.

1917 1918 Counties.	From Loans.	From Sale of Bonds.	From All Other Sources.
In State	\$1,533,625.94	\$369,802.43	\$454,472.27
Alachua	53,660.00		3,689.92
Baker	7,044.82		93.95
Bay			5,890.34
Bradford	29,249.50		1,504.70
Brevard	52,881.67		17,725.89
Broward		39,993.92	9,303.81
Calhoun	9,250.00		1,495.91
Citrus	33,900.00		2,297.00
Clay	6,500.00		509.81
Columbia	13,250.00		182.38
Dade	282,786.26	185,101.00	5,925.66
DeSoto	67,320.00		5,615.55
Duval	50,000.00		15,403.43
Escambia	43,019.61		889.33
Flagler	15,685.00		819.88
Franklin	23,250.00		4,596.03
Gadsden	11,200.00	2,565.00	655.56
Hamilton	10,682.00		76.75
Hernando	18,400.00		325.50
Hillsborough	84,427.45	14,284.66	33,994.89
Holmes	27,807.35		1,322.56
Jackson	43,018.42		1,229.17
Jefferson			27,437.62
Lafayette	16,349.67		729.40
Lake			1,434.67
Lee	65,375.00		3,472.91
Leon	24,841.77		5,939.75
Levy	14,325.00	2,500.00	1,323.17
Liberty	8,000.00		713.13
Madison			546.50
Manatee	99,283.32		47,087.45
Marion	27,220.00		70,236.01
Monroe			1,354.47
Nassau	11,400.00		3,821.50
Okaloosa	5,060.00	21,300.00	2,005.29
Okeechobee	13,021.10		8,940.04
Orange	22,249.33	2,019.71	4,533.30
Osceola	11,000.00		8,779.31
Palm Beach	43,380.29		38,158.29
Pasco	20,825.00		31,884.98
Pinellas	38,489.90	14,552.38	21,188.21
Polk	41,085.00	25,796.68	3,380.00
Putnam			4,678.54
St. Johns		38,000.00	957.47
St. Lucie	15,500.00		10,189.08
Santa Rosa	51,600.00		17,573.94
Seminole	14,096.99	14,690.00	1,048.53
Sumter		686.00	11,008.60
Suwannee	34,002.42		4,976.80
Taylor	15,816.09		917.03
Volusia	48,970.98	8,313.08	3,001.99
Wakulla	3,000.00		625.33
Walton	2,000.00		2,293.51
Washington	3,400.00		685.34

TABLE XVIII—PART I—Summary of Expenditures of Public School Funds.

1917-1918 Counties.	Total Warrants Drawn.	Warrants for Borrowed Money.
In State	\$5,971,102.13	\$1,125,977.63
Alachua	188,459.40	34,632.47
Baker	26,002.06	6,853.15
Bay	38,696.50	.....
Bradford	65,815.72	29,249.50
Brevard	136,969.52	53,000.00
Broward	161,476.64	46,517.45
Calhoun	37,661.24	9,250.00
Citrus	67,058.68	33,900.00
Clay	28,540.88	6,500.00
Columbia	48,972.24	10,250.00
Dade	338,190.04	29,707.00
DeSoto	243,905.81	67,320.00
Duval	853,831.83	.....
Escambia	193,139.65	43,000.00
Flagler	21,855.10	9,685.00
Franklin	41,673.50	23,250.00
Gadsden	51,423.06	11,200.00
Hamilton	35,898.50	10,682.00
Hernando	21,207.44	.....
Hillsborough	465,425.95	82,500.00
Holmes	63,035.82	28,432.88
Jackson	103,932.54	32,021.26
Jefferson	26,218.05	.....
Lafayette	53,235.07	16,475.00
Lake	64,751.90	.....
Lee	146,641.39	73,189.60
Leon	71,729.68	18,140.53
Levy	65,919.32	16,335.00
Liberty	19,432.12	8,000.00
Madison	36,458.66	.....
Manatee	131,449.49	40,245.84
Marion	143,676.33	27,220.00
Monroe	34,880.99	.....
Nassau	40,362.70	17,316.94
Okaloosa	54,374.14	.....
Okeechobee	26,562.08	8,367.01
Orange	154,780.40	.....
Osceola	81,191.49	11,006.00
Palm Beach	210,237.04	44,000.00
Pasco	77,590.12	20,435.00
Pinellas	231,451.14	20,000.00
Polk	295,653.60	99,585.00
Putnam	56,913.10	.....
St. Johns	45,904.96	.....
St. Lucie	53,755.95	.....
Santa Rosa	106,262.98	60,000.00
Seminole	63,436.45	12,500.00
Sumter	38,077.73	.....
Suwannee	79,630.29	37,875.73
Taylor	35,551.29	.....
Volusia	214,137.14	29,065.00
Wakulla	10,962.40	.....
Walton	34,442.05	2,000.00
Washington	32,155.54	3,402.00

TABLE XVIII—PART II—Summary of Expenditures of Public School Funds.

1917-1918 Counties.	Expenditures.			
	Total.	For Addi- tions to Property and Equipment.	For Schools Propert.	For Adminis- tration.
In State	\$4,837,045.50	\$980,336.10	\$2,882,444.18	\$965,265.31
Alachua	153,766.98	37,618.43	86,444.80	29,703.75
Baker	19,148.91	277.52	15,529.15	3,342.24
Bay	38,696.50	1,274.30	30,670.63	6,751.57
Bradford	36,566.22	536.41	30,352.81	5,677.00
Brevard	83,963.52	18,131.53	41,389.07	24,442.92
Broward	114,959.19	35,855.05	36,100.48	43,003.66
Calhoun	28,411.24	6,676.11	17,975.35	3,759.78
Citrus	33,158.68	2,372.56	26,470.49	4,315.63
Clay	22,040.88	467.60	16,688.89	4,884.39
Columbia	38,722.24	1,728.87	32,725.16	4,268.21
Dade	309,483.04	114,796.52	145,498.62	49,187.90
DeSoto	176,585.81	47,339.42	100,672.60	28,573.79
Duval	853,831.83	412,250.75	317,468.52	124,112.56
Escambia	150,139.65	18,526.45	111,049.76	20,563.44
Flagler	11,170.10	571.98	8,300.93	2,297.19
Franklin	18,423.50	1,566.35	12,994.87	3,862.28
Gadsden	40,223.06	116.15	36,292.48	3,814.43
Hamilton	25,216.50	365.29	22,076.44	2,774.77
Hernando	21,507.44	385.96	15,067.66	5,753.82
Hillsborough	382,925.95	9,811.22	264,726.13	108,388.60
Holmes	34,602.94	409.75	23,642.02	10,551.17
Jackson	61,911.28	1,918.40	54,364.20	5,598.68
Jefferson	26,218.05	406.07	21,131.08	4,680.90
Lafayette	36,760.07	4,092.02	28,207.66	4,460.39
Lake	70,421.90	536.41	57,849.27	12,036.22
Lee	73,451.79	5,762.34	57,718.39	9,971.06
Leon	53,589.15	1,949.53	45,508.28	6,131.34
Levy	49,584.32	12,192.41	30,327.48	7,064.43
Liberty	11,490.05	36.50	9,399.57	2,062.98
Madison	36,458.66	2,191.00	30,425.70	3,841.96
Manatee	93,948.99	9,295.36	68,666.03	15,987.60
Marion	116,446.33	4,317.78	69,150.26	42,978.29
Monroe	34,880.99	579.15	28,136.75	6,165.09
Nassau	23,042.97	604.84	19,113.92	3,324.21
Okaloosa	54,375.14	29,709.59	19,689.47	4,976.08
Okeechobee	18,195.06	1,269.30	12,869.78	4,055.98
Orange	154,780.40	51,300.45	97,729.84	5,750.11
Osceola	70,191.49	20,649.96	37,185.59	12,355.94
Palm Beach	166,237.04	39,844.91	73,766.36	52,625.77
Pasco	57,155.12	5,478.09	32,951.26	18,725.77
Pinellas	211,551.14	28,070.33	112,968.72	70,512.09
Polk	196,068.60	3,172.09	143,594.47	49,302.04
Putnam	56,913.10	3,916.22	43,645.03	9,351.85
St. Johns	45,904.96	683.29	35,153.75	10,067.92
St. Lucie	54,311.80	1,534.85	33,483.81	19,293.14
Santa Rosa	46,262.98	4,139.97	31,976.72	10,146.29
Seminole	50,936.45	1,634.27	40,520.09	8,782.09
Sumter	38,077.73	989.03	24,729.63	12,359.07
Suwannee	41,754.56	1,169.68	32,400.03	8,175.85
Taylor	35,552.09	1,526.80	27,736.28	6,289.01
Volusia	185,162.14	37,329.33	115,270.31	32,562.50
Wakulla	10,962.40	668.58	8,505.80	1,788.02
Walton	32,442.05	393.96	26,312.11	5,735.98
Washington	28,753.61	895.37	19,780.68	8,077.56

TABLE XIX—Expenditures for "Schools Proper."
PART I—Repairs of Buildings, Insurance, Rent, Janitors, Fuel, Etc.

1917-1918 Counties.	Repairs of Buildings.		Insurance.		Rent.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State	\$46,396.63	\$76,887.45	\$13,260.00	\$18,651.12	\$937.39	\$2,396.93
Alachua	2,706.95	4,233.13	785.97	11.25		
Baker	34.00	31.00				
Bay	390.53	23.74	528.65	10.20		
Bradford	371.90	199.07		461.95		
Brevard	226.07	4.35	76.60	91.98	100.00	
Broward	1,666.33	708.96		349.74	70.00	87.00
Calhoun	462.25	12.53	221.00			
Citrus	394.15	414.72		247.90		
Clay		236.97		396.28		43.66
Columbia	199.52	444.19		371.12		30.00
Dade	3,443.23	3,721.37	531.34	1,145.79	30.00	374.50
DeSoto	673.80		1,130.59		64.00	
Duval		39,877.14		5,457.60		150.00
Escambia	13.00	4,667.94		914.04		616.17
Flagler		286.14				
Franklin	25.00	975.71		106.93		
Gadsden	331.00	165.09		95.00		
Hamilton	72.60	242.60		712.46		
Hernando	176.69		275.00			
Hillsborough	5,277.26	246.29	1,822.82			
Holmes	336.94	37.10		187.30		
Jackson	57.50	84.19	19.00			
Jefferson	430.41	471.73	6.90	393.18		
Lafayette	120.40	76.85		156.25		
Lake	2,012.60	465.32	140.78	556.02		
Lee	4,399.21	783.31	1,086.80			
Leon	1,998.31	2,600.18		522.32	132.86	448.17
Levy	281.71	1,483.37		140.05		
Liberty		149.48				
Madison	9.75	355.19		243.30		
Manatee	1,654.32	1,469.87	879.76	718.96		150.00
Marion	397.02	896.98		638.76		5.00
Monroe						
Nassau		372.36		67.50		40.00
Okaloosa	14.85	406.87				
Okeechobee	81.96	1,283.07		64.96		
Orange	2,106.20		1,260.22		45.00	
Osceola	91.33	426.33	332.05	141.98		238.00
Palm Beach	1,700.08	2,198.34	864.82	281.23	170.00	6.25
Pasco	446.37	289.86		727.37		130.00
Pinellas	3,095.26		901.51			
Polk	6,242.85		1,960.99		241.50	
Putnam	841.42	232.79	77.73	211.40	45.88	24.24
St. Johns		2,078.43		484.83		44.00
St. Lucie	271.25	318.81		119.86		10.00
Santa Rosa	31.00	1,118.94	15.25	327.20		
Seminole	373.96		229.72			
Sumter	272.28	733.31		503.38		
Suwannee	41.10	698.28		47.50		
Taylor	20.86	318.73		365.02		
Volusia	2,168.55	607.01	112.50	1,285.42		
Wakulla		31.15				
Walton	150.63	233.42		95.00	20.00	
Washington	284.23	175.09			18.15	

TABLE XIX—Expenditures for "Schools Proper."
PART II—Repairs of Buildings, Insurance, Rent, Janitors, Fuel, Etc.

1917-1918 Counties.	Janitors.		Fuel.		Free Books.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State	\$41,368.73	\$34,936.02	\$13,871.79	\$11,618.63	\$4,994.81	834.16
Alachua	2,422.26		557.33		38.98	
Baker	83.00				38.10	
Bay	583.03		177.95		78.05	4.06
Bradford	351.17		112.13		197.81	
Brevard	784.07	540.00	124.99	96.75		
Broward	377.25	1,488.72			7.81	16.00
Calhoun	16.70		108.20		187.32	
Citrus	507.89	26.25	216.72	30.70		494.93
Clay	12.00	160.00		103.55		3.44
Columbia	321.75		236.49		15.12	
Dade	844.55	7,533.90		1,800.24		
DeSoto	1,796.58		96.33		3.30	
Duval		10,537.95		5,112.44		
Escambia	40.00	2,723.55		1,871.77		4.58
Flagler		26.05		13.50		
Franklin		409.00		155.62	2.67	
Gadsden			29.00			8.03
Hamilton	75.00	3.00	117.50		28.56	
Hernando	140.00		81.84	9.00	8.93	11.60
Hillsborough	8,838.34	890.00	6,827.28	436.29	774.32	82.78
Holmes					160.33	
Jackson					10.88	
Jefferson	182.70	138.00	182.39			20.00
Lafayette	11.75	32.50	37.75	47.00	393.41	
Lake	975.10		220.72		109.92	
Lee	2,211.81		44.10		178.67	
Leon	211.42	829.26		369.95	20.85	
Levy	211.00		76.00		138.22	
Liberty		11.75		33.00		
Madison	172.50		128.37		381.96	
Manatee	1,073.83	1,349.45	236.96	137.36	581.53	3.89
Marion	1,115.65		412.27		104.84	
Monroe		1,760.00		53.53		101.76
Nassau	168.00	56.50		127.96		
Okaloosa			5.95			
Okechobee		404.50		103.18	57.81	
Orange	2,546.36	37.10	415.61		306.88	
Osceola	66.00	711.00	29.25	113.50	4.72	12.06
Palm Beach	312.80	1,726.98	73.60		17.03	10.31
Pasco	614.55	50.00	175.00		166.46	1.48
Pinellas	4,179.60		573.35			
Polk	2,851.76		431.49		384.10	
Putnam	317.83	45.00	340.09		235.05	5.00
St. Johns	80.00	1,611.00		704.76		
St. Lucie	330.00	713.00	17.95			
Santa Rosa	25.00	250.00	49.55	5.00		5.73
Seminole	1,078.28		124.25		244.22	
Sumter	83.00		10.50		62.01	
Suwannee	349.29		289.36			
Taylor	85.00	241.50	25.00	148.00		
Volusia	4,351.91	498.00	1,256.27	38.25	2.45	18.44
Wakulla						
Walton	305.00	162.06	5.25	107.28	52.50	30.07
Washington	265.00		25.00			

TABLE XIX—Expenditures for "Schools Proper."
PART III—Transportation, Incidentals and Salaries of Teachers.

1917-1918 Counties.	Transportation.		Incidentals.		Salaries of Teachers.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State.....	\$20,698.94	\$74,459.28	\$88,681.38	\$45,474.92	\$444,519.56	\$1,942,456.45
Alachua.....	.....	1,112.05	380.03	783.95	9,829.53	63,573.50
Baker.....	517.88	187.87	350.34	124.21	3,004.50	11,158.25
Bay.....	103.50	166.25	1,824.31	58.61	3,863.75	22,858.00
Bradford.....	.....	.....	1,614.58	29.10	5,431.35	21,583.75
Brevard.....	1,452.20	3,237.50	1,819.49	221.32	9,313.75	23,300.00
Broward.....	651.72	2,572.17	2,104.00	1,129.28	6,290.00	18,721.50
Calhoun.....	119.00	.....	1,109.75	22.00	2,450.25	13,266.35
Citrus.....	1,569.53	1,635.46	795.80	1,178.94	3,986.50	14,971.00
Clay.....	22.40	191.90	7.00	314.25	4,136.25	11,061.25
Columbia.....	113.97	45.20	298.43	195.62	4,220.50	26,233.25
Dade.....	879.25	9,584.02	1,410.31	3,213.96	24,547.60	86,438.56
DeSoto.....	352.30	1,342.10	8,678.90	719.64	9,740.50	76,074.47
Duval.....	.....	9,505.13	.....	12,781.76	64,000.00	170,026.50
Escambia.....	.....	992.50	223.53	6,362.01	4,008.00	88,612.67
Flagler.....	.....	37.50	.....	120.99	.....	7,816.75
Franklin.....	.....	.....	.....	274.94	1,100.00	9,945.00
Gadsden.....	.....	160.00	769.96	28.20	5,853.24	28,852.96
Hamilton.....	.....	.....	108.59	203.65	1,712.00	18,800.50
Hernando.....	181.30	.....	346.07	41.36	3,989.62	9,806.25
Hillstorough.....	1,037.30	.....	9,039.99	1,327.71	60,279.40	167,846.35
Holmes.....	.....	19.00	654.93	175.00	2,702.92	19,368.50
Jackson.....	.....	.....	227.38	.....	8,712.75	45,282.50
Jefferson.....	403.10	1,923.00	228.69	38.98	2,292.25	14,419.75
Lafayette.....	12.00	831.54	1,938.19	241.27	4,237.00	20,071.75
Lake.....	429.00	1,880.40	1,523.86	1,508.68	9,841.25	38,185.62
Lee.....	1,449.00	1,672.00	3,445.81	587.68	3,995.00	37,865.00
Leon.....	.....	451.70	616.15	1,536.35	3,240.00	32,530.75
Levy.....	93.00	92.90	443.13	74.35	5,688.75	21,605.00
Liberty.....	.....	33.00	3.00	281.61	185.00	8,702.75
Madison.....	.....	739.70	478.99	420.74	2,920.50	24,574.70
Manatee.....	123.33	347.00	1,506.63	387.01	15,396.75	42,949.38
Marlon.....	18.00	25.00	1,081.89	104.22	11,083.75	53,266.88
Monroe.....	.....	.....	.....	1,847.96	.....	24,373.50
Nassau.....	.....	62.50	.....	297.35	3,047.50	14,874.25
Okaloosa.....	80.00	256.95	261.92	438.45	1,625.00	16,599.33
Okeechobee.....	584.75	987.50	8.32	151.63	625.00	8,517.10
Orange.....	251.70	6,151.35	16,616.09	80.83	9,275.00	58,637.50
Osceola.....	228.00	.....	776.99	1,181.13	3,526.25	29,307.00
Palm Beach.....	1,739.96	9,297.66	1,598.19	1,641.10	17,656.40	34,471.61
Pasco.....	1,099.40	610.00	472.56	107.21	7,071.50	20,989.50
Pinellas.....	1,453.96	2,054.56	7,306.73	.....	14,469.50	78,934.25
Polk.....	329.75	.....	3,242.53	.....	22,445.75	105,463.75
Putnam.....	159.00	1,556.85	3,080.63	157.37	8,800.00	27,514.74
St. Johns.....	.....	764.62	50.61	670.50	660.00	28,005.00
St. Lucie.....	3,921.25	924.25	1,754.04	708.40	6,109.75	18,285.25
Santa Rosa.....	.....	.....	96.08	829.38	3,780.00	25,443.50
Seminole.....	543.00	4,543.25	4,193.81	30.35	5,638.50	23,520.75
Sumter.....	100.00	524.47	354.43	18.00	7,045.00	15,023.25
Suwannee.....	.....	.....	1,721.35	25.15	6,440.25	22,796.75
Taylor.....	192.25	532.50	1,200.46	878.34	6,156.25	17,572.37
Volusia.....	.....	7,025.93	2,962.27	1,350.81	16,190.00	77,402.50
Wakulla.....	7.90	82.00	21.64	63.76	1,769.00	6,530.35
Walton.....	480.24	300.00	49.35	477.81	2,137.50	21,706.00
Washington.....	.....	.....	173.68	32.00	2,088.78	16,718.75

TABLE XIV—PART IV—Total Expenditures for "Schools Proper."

1917-1918 Counties	Total.	District Funds.	General Funds.
In State	\$2,882,444.18	\$674,728.38	\$2,207,714.80
Alachua	86,444.80	16,730.92	69,713.88
Baker	15,529.15	4,027.82	11,501.33
Bay	30,670.63	4,027.82	11,501.33
Bradford	30,352.81	8,078.94	22,273.87
Brevard	41,389.07	13,897.17	27,491.90
Broward	36,100.48	11,077.11	25,023.37
Calhoun	17,975.35	4,674.47	13,300.88
Citrus	26,470.49	7,470.59	18,999.90
Clay	16,688.89	4,177.65	12,511.24
Columbia	32,725.16	5,405.78	27,319.38
Dade	145,498.62	31,686.28	113,812.34
DeSoto	100,672.60	22,536.39	78,136.21
Duval	317,468.52	64,000.00	253,468.52
Escambia	111,049.76	4,284.53	106,765.23
Flagler	8,300.93	.....	8,300.93
Franklin	12,994.87	1,127.67	11,867.20
Gadsden	36,292.48	6,983.20	29,309.28
Hamilton	22,076.44	2,114.23	19,962.21
Hernando	15,067.66	5,199.45	9,868.21
Hillsborough	264,726.13	93,896.71	170,829.42
Holmes	23,642.02	3,855.12	19,786.90
Jackson	54,394.20	9,027.51	45,366.69
Jefferson	21,131.08	3,726.44	17,404.64
Lafayette	28,207.66	6,750.50	21,457.16
Lake	57,849.27	15,253.23	42,596.04
Lee	57,718.39	16,810.40	40,907.99
Leon	45,508.28	6,219.59	39,288.69
Levy	30,327.48	6,931.81	23,395.67
Liberty	9,399.57	188.00	9,211.57
Madison	30,425.70	4,092.07	26,333.63
Manatee	68,666.03	21,153.11	47,512.92
Marion	69,150.26	14,213.42	54,936.84
Monroe	28,136.75	.....	28,136.75
Nassau	19,113.92	5,215.50	15,898.42
Okaloosa	19,689.47	1,986.87	17,701.60
Okeechobee	12,869.78	1,357.84	11,511.94
Orange	97,729.84	32,823.06	64,906.78
Osceola	37,185.59	5,054.59	32,131.00
Palm Beach	73,766.36	24,132.88	49,633.48
Pasco	32,951.26	10,045.84	22,905.42
Pinellas	112,968.72	31,979.91	80,988.81
Polk	143,594.47	38,130.72	105,463.75
Putnam	43,645.03	13,897.63	29,747.40
St. Johns	35,153.75	790.61	34,363.14
St. Lucie	33,483.81	12,404.24	21,079.57
Santa Rosa	31,976.72	3,996.88	27,979.84
Seminole	40,520.09	12,425.74	28,094.35
Sumter	24,729.63	7,927.22	16,802.41
Suwannee	32,409.03	8,841.35	23,567.68
Taylor	27,736.28	7,679.82	20,056.46
Volusia	115,270.31	27,043.95	88,226.36
Wakulla	8,505.80	1,798.54	6,707.26
Walton	26,312.11	5,200.47	23,111.64
Washington	19,780.68	2,854.84	16,925.84

TABLE XX—Expenditures for "Administration" Itemized.
PART I—Cost of Officials.

1917-1918 Counties.	Total.	Salary of Super- intendent.	Traveling Expenses of Super- intendent.	Per Diem and Mile- age of School Board.	Incidental Expenses of Board and Super- intendent.	Printing.
In State	\$965,265.32	\$96,285.60	\$7,899.65	\$23,278.69	\$40,405.63	\$10,522.01
Alachua	29,703.75	2,100.00	137.47	576.40	876.62	242.65
Baker	3,342.24	900.00	32.47	265.80	161.47	33.85
Bay	6,751.57	1,810.00	492.50	311.14	401.91	90.87
Bredford	5,677.00	1,500.00	.....	298.60	414.44	295.18
Brevard	24,442.92	1,800.00	14.96	699.80	827.52	192.98
Broward	43,003.66	1,999.92	92.74	446.40	873.35	251.43
Calhoun	3,759.00	1,200.00	40.00	404.80	409.15	162.37
Citrus	4,315.63	1,500.00	40.55	270.00	754.01	135.50
Clay	4,884.39	1,300.00	30.50	265.00	455.22	125.50
Columbia	4,268.21	1,200.00	.....	247.20	382.15	122.86
Dade	49,187.90	3,416.60	388.85	590.80	1,814.66	484.55
DeSoto	28,573.79	2,100.00	355.98	703.40	294.51	268.50
Duval	124,112.56	4,500.00	279.78	1,348.00	7,412.44	322.75
Escambia	20,563.44	2,400.00	407.00	636.50	2,568.43	562.80
Flagler	2,297.19	1,000.00	168.65	362.70	87.95	373.00
Franklin	3,862.28	900.00	.....	204.50	158.74	102.50
Gadsden	3,814.43	1,700.00	60.31	244.60	235.10	27.50
Hamilton	2,774.77	1,200.00	10.50	280.00	91.41	120.81
Herrando	5,753.82	1,500.00	26.43	276.90	223.82	254.90
Hillsborough	108,388.60	3,600.00	300.00	728.20	5,864.90	180.45
Holmes	10,551.17	1,200.00	.....	458.80	455.30	153.00
Jackson	5,598.68	1,650.00	9.50	356.20	77.90	181.37
Jefferson	4,680.90	1,200.00	73.60	244.20	46.70	28.50
Lafayette	4,460.39	1,200.00	84.80	352.60	474.57	164.50
Lake	12,036.22	1,500.00	415.76	620.75	892.38	140.60
Lee	9,971.06	2,375.00	275.00	290.00	216.85	52.70
Leon	6,131.34	1,800.00	33.34	317.60	137.96	192.55
Levy	7,064.43	1,500.00	20.90	345.40	140.28	125.40
Liberty	2,062.98	900.00	49.00	302.40	71.05	56.00
Madison	3,841.96	1,600.00	101.23	426.60	160.92	72.50
Manatee	15,987.60	1,925.00	331.15	468.90	1,134.00	159.20
Marion	42,978.29	2,100.00	104.58	423.16	270.30	263.28
Monroe	6,165.09	1,695.00	120.00	372.00	177.60	116.74
Nassau	3,324.21	1,200.00	8.22	355.20	86.55	103.90
Okaloosa	4,976.08	1,200.00	300.00	356.60	410.20	69.25
Okeechobee	4,055.98	1,250.00	128.77	438.44	72.91	77.87
Orange	5,750.11	2,050.00	30.48	370.40	1,212.19	103.05
Osceola	12,355.94	1,740.00	42.71	372.80	697.60	184.50
Palm Beach	52,625.77	2,686.58	991.26	520.74	844.18	455.34
Pasco	18,725.77	1,500.00	200.00	684.40	372.87	173.15
Pinellas	70,512.09	3,325.00	161.37	554.40	2,577.88	689.06
Polk	49,302.04	4,362.50	295.82	970.70	574.96	207.98
Putnam	9,351.85	1,775.00	100.00	291.60	557.29	220.30
St. Johns	10,067.92	1,500.00	340.20	259.40	974.04	181.40
St. Lucie	19,293.14	1,800.00	260.05	526.50	391.85	159.45
Santa Rosa	10,146.29	1,500.00	.....	378.05	480.14	236.41
Seminole	8,782.09	1,500.00	.....	222.20	349.66	66.25
Sumter	12,359.07	1,200.00	339.48	274.40	75.02	84.50
Suwannee	8,175.85	1,500.00	.....	352.20	991.34	.....
Taylor	6,289.01	1,500.00	.....	358.50	105.61	241.23
Volusia	32,562.50	2,700.00	96.92	1,055.00	309.99	509.25
Wakulla	1,788.02	900.00	.....	286.60	145.26	67.00
Walton	5,735.98	1,500.00	50.35	264.40	395.72	158.00
Washington	8,077.56	1,325.00	56.47	246.80	216.76	406.83

TABLE XX—Expenditures for "Administration" Itemized.
PART II—Expenses of Examinations, Tuition, Institutes, Books, Etc., Not Distributed; Interest, Etc.

1917-1918 Counties.	Expenses of Exam- inations.	Tuition, Paid for County Line Pupils.	Institutes and Summer Schools.	Books, Fur- niture, Etc., Not Yet Distributed.	Interest Paid On Debts, Loans and Bonds.	All Other Purposes.
In State	\$3,564.08	\$1,587.92	\$5,686.21	\$59,153.45	\$429,122.33	\$287,729.75
Alachua	90.00	13.44	.....	6,875.80	12,637.61	6,153.76
Baker	36.00	.....	195.00	362.40	381.98	873.27
Bay	39.80	.....	.....	339.54	2,525.26	740.55
Bradford	46.00	.....	.....	.....	2,879.01	243.77
Brevard	38.70	.....	.....	4,005.21	9,195.38	7,668.37
Broward	49.40	.....	364.99	.....	11,298.62	27,626.81
Calhoun	37.10	.....	.....	459.40	839.46	207.50
Citrus	19.58	.....	.....	.....	1,220.19	375.80
Clay	14.00	167.66	.....	.....	1,131.36	1,395.15
Columbia	31.00	39.30	89.30	.....	2,092.36	64.04
Dade	146.75	.....	177.02	5,840.50	29,399.05	6,929.12
DeSoto	75.00	305.70	175.00	2,570.41	18,140.18	3,585.11
Duval	220.00	.....	1,208.50	491.55	60,378.00	47,951.54
Escambia	119.45	.....	1,363.71	2,121.11	9,222.70	1,161.74
Flagler	7.15	.....	.....	.....	182.64	115.10
Franklin	45.50	.....	.....	.....	2,081.28	369.76
Gadsden	83.05	.....	.....	.....	341.00	1,122.87
Hamilton	27.00	.....	300.00	.....	545.05	200.00
Hernando	19.00	.....	.....	208.32	2,719.05	525.40
Hillsborough	104.75	.....	37.32	.....	49,034.65	48,538.33
Holmes	94.60	75.00	.....	2,713.60	3,703.98	1,896.89
Jackson	184.80	.....	.....	135.75	1,278.89	1,724.30
Jefferson	87.90	.....	.....	.....	3,000.00	.....
Lafayette	54.40	.....	.....	913.26	1,216.26	.....
Lake	19.00	.....	315.61	6,300.00	322.66	1,509.46
Lee	42.05	.....	5.25	1,820.00	3,813.69	1,080.52
Leon	53.20	.....	.....	238.60	769.03	2,591.06
Levy	19.50	77.82	191.63	108.75	3,396.27	1,138.48
Liberty	31.60	.....	.....	66.93	560.00	26.00
Madison	60.00	64.00	.....	.....	702.61	654.10
Manatee	84.80	.....	7.00	1,961.42	7,170.79	2,745.34
Marion	181.08	50.00	.....	.....	11,064.63	28,421.26
Monroe	83.75	.....	.....	.....	1,950.00	1,650.00
Nassau	31.70	.....	.....	265.32	1,219.82	53.50
Okaloosa	25.00	.....	468.15	.....	2,013.35	123.53
Okeechobee	6.00	137.74	.....	1,874.68	.....	69.57
Orange	155.66	.....	.....	.....	315.00	1,513.33
Osceola	20.07	.....	2.25	374.84	399.40	8,521.77
Palm Beach	124.80	.....	.....	3,138.82	41,248.10	2,615.55
Polk	49.77	209.90	218.75	1,098.74	13,494.35	723.84
Pinellas	105.50	.....	.....	3,562.26	38,683.83	20,852.79
Polk	81.55	.....	.....	4,945.25	16,146.01	21,717.27
Putnam	92.17	132.36	214.60	1,368.96	259.49	4,340.08
St. Johns	36.45	.....	.....	13.39	5,605.13	1,157.91
St. Lucie	6.00	.....	128.00	.....	4,325.63	11,695.66
Santa Rosa	27.30	.....	111.63	135.44	3,378.20	3,899.12
Seminole	6.00	.....	112.50	33.00	5,579.89	912.50
Sumter	61.00	.....	.....	.....	6,229.09	4,095.58
Suwannee	48.70	.....	.....	.....	5,283.61	.....
Taylor	6.00	.....	.....	2,106.99	1,650.05	320.63
Volusia	257.00	315.00	.....	.....	23,427.12	3,892.22
Wakulla	24.20	.....	.....	90.77	204.00	70.19
Walton	40.90	.....	.....	252.10	2,000.00	1,074.51
Washington	112.40	.....	.....	2,362.34	2,466.65	884.31

TABLE XXI—PART I—Expenditures for Additions to Property and Equipment by District and County Funds.

1917-1918 Counties	Grand Total.	District Funds. (Total)	General Funds. (Total)	Lots	
				District Funds.	General Funds.
In State	\$989,336.10	\$723,854.49	\$265,481.61	\$56,834.65	\$14,513.51
Alachua	37,618.43	34,721.09	2,897.34		2,800.00
Baker	277.52	54.15	223.37		
Bay	1,274.30	772.17	502.13		
Bradford	536.41	270.96	265.45		
Brevard	18,131.53	8,902.05	9,229.48	70.77	
Broward	35,855.05	22,973.44	12,881.61		4,500.00
Calhoun	6,676.11	5,781.18	894.93		
Citrus	2,372.56	463.07	1,909.49		
Clay	467.60		467.60		302.00
Columbia	1,728.87	323.65	1,405.22		
Dade	114,796.52	108,758.28	6,038.24	33,050.18	362.05
DeSoto	47,339.42	47,339.42		1,316.15	
Duval	412,250.75	194,420.15	117,830.60		4,227.00
Escambia	18,526.45	160.00	18,366.45		100.00
Flagler	571.98		571.98		
Franklin	1,566.35	1,363.75	202.60		
Gadsden	116.15	116.15			
Hamilton	365.29	18.52	346.77		
Hernando	385.96	11.45	374.51		
Hillsborough	9,811.22	9,239.14	572.08		85.00
Holmes	409.75	34.08	375.67	10.00	250.00
Jackson	1,918.40	546.86	1,371.54		
Jefferson	406.07	14.00	392.07		
Lafayette	4,092.02	817.96	3,274.06		17.00
Lake	536.41	336.41	200.00		200.00
Lee	5,762.34	3,825.90	1,936.44	320.00	197.40
Leon	1,949.53	517.78	1,431.75		
Levy	12,192.41	7,873.27	4,319.14		
Liberty	36.50		36.50		
Madison	2,191.00		2,191.00		
Maratee	9,295.36	5,881.95	3,413.41		
Marion	4,317.78	1,121.44	3,196.34	76.05	275.68
Monroe	579.15		579.15		
Nassau	604.84		604.84		
Okaloosa	29,709.59	25,064.98	4,644.61	115.00	
Okeechobee	1,269.30		1,269.30		45.63
Orange	51,300.45	51,142.19	158.26	7,192.86	
Osceola	20,649.96	3,832.40	16,817.56		1,590.00
Palm Beach	39,844.91	16,105.19	23,739.72	8,054.87	
Pasco	5,478.09	3,890.50	1,587.59		29.75
Pinellas	28,070.33	28,070.33		200.00	
Polk	3,172.09	3,172.09			
Putnam	3,916.22	3,047.25	868.97	2,000.00	
St. Johns	683.29	70.00	613.29		
St. Lucie	1,534.85	164.68	1,370.17	50.00	
Santa Rosa	4,139.97		4,139.97		17.00
Seminole	1,634.97	1,631.52	6.85	570.00	
Sumter	986.03	332.11	653.92	211.60	
Suwannee	1,169.68	457.08	712.60		
Taylor	1,526.80	622.48	904.32		15.00
Volusia	37,329.33	28,996.45	8,332.88	3,597.17	
Wakulla	668.58	53.00	615.58		
Walton	393.96	81.00	312.96		
Washington	895.37	462.07	433.30		

TABLE XXI—Expenditures of Additions to Property and Equipment by Districts and County Funds.
PART II—New Buildings, Furniture, Apparatus and Libraries.

1917-1918 Counties.	New Buildings.		Furniture.	
	District Funds.	County Funds.	District Funds.	County Funds.
In State	\$605,496.49	\$160,826.12	\$32,962.28	\$57,218.79
Alachua	32,010.53	597.34	1,729.91	.....
Baker .....	.....	.....	.....	223.37
Bay	483.87	.....	204.34	497.88
Bradford .....	.....	265.45	34.52	.....
Brevard	8,497.03	750.45	210.01	486.00
Broward	21,841.74	225.39	1,022.93	8,156.22
Calhoun	4,227.05	870.83	522.62	.....
Citrus	69.52	588.15	55.28	789.91
Clay .....	.....	43.42	.....	87.18
Columbia .....	.....	1,192.78	2.00	95.50
Dade	72,334.52	718.56	2,693.47	4,191.50
DeSoto	42,193.44	.....	3,282.80	.....
Duval	294,420.15	82,936.63	.....	16,749.40
Escambia .....	.....	15,593.95	160.90	1,014.64
Flagler .....	.....	571.98	.....	.....
Franklin	1,358.75	.....	5.00	38.92
Gadsden	39.00	.....	51.76	.....
Hamilton .....	.....	.....	.....	262.23
Hernando .....	.....	362.81	11.45	11.70
Hillsborough	2,966.25	44.70	4,477.47	88.60
Ho mes	24.08	125.67	.....	.....
Jackson	546.86	330.00	.....	1,041.54
Jefferson .....	.....	.....	14.00	299.19
Lafayette	114.80	1,799.10	35.00	1,130.61
Lake .....	.....	.....	201.77	.....
Lee	328.50	311.00	302.46	1,164.93
Leon .....	.....	922.30	.....	509.45
Levy	6,598.87	3,021.41	606.77	1,023.28
Liberty .....	.....	31.50	.....	.....
Madison .....	.....	1,492.33	.....	602.97
Manatee	974.03	1,228.47	425.07	1,947.25
Marion	332.15	2,510.30	119.25	223.42
Monroe .....	.....	111.40	.....	467.75
Nassau .....	.....	349.00	.....	258.84
Okaloosa	21,312.63	550.97	1,324.30	382.00
Okeechobee .....	.....	.....	.....	1,020.47
Orange	37,545.98	158.26	5,196.31	.....
Osceola	2,363.00	14,265.22	1,459.34	863.34
Palm Beach	4,542.43	19,590.59	2,030.40	3,968.91
Pasco	3,230.75	190.39	286.05	1,076.56
Pinellas	27,310.87	.....	305.48	.....
Polk	563.28	.....	1,060.67	.....
Putnam .....	.....	.....	519.07	788.58
St. Johns .....	.....	.....	.....	149.57
St. Lucie .....	.....	1,370.17	.....	.....
Santa Rosa .....	.....	3,309.03	.....	610.42
Seminole	658.67	4.10	400.34	2.75
Sumter	3.25	450.43	.....	203.49
Suwannee	306.01	712.60	151.97	.....
Taylor	299.50	503.31	322.98	258.50
Volusia	17,589.46	2,069.54	3,541.88	5,881.28
Wakulla .....	.....	546.28	53.00	69.30
Walton .....	.....	33.00	81.00	279.96
Washington	400.46	77.41	61.61	301.29

TABLE XXI—Expenditures of Additions to Property and Equipment by Districts and County Funds.
PART III—New Buildings, Furniture, Apparatus and Libraries.

Counties, 1917-1918	Apparatus.		Libraries.	
	District Funds.	County Funds.	District Funds.	County Funds.
In State	\$22,111.03	\$27,210.21	\$6,450.04	\$5,712.98
Alachua	980.65			
Baker			54.15	
Bay	83.96			4.25
Bradford	126.65		109.79	
Brevard	116.24	2,593.03	8.00	5,400.00
Broward	108.77			
Calhoun	1,031.51	24.10		
Citrus	338.27	531.43		
Cay		35.00		
Columbia	321.65	116.94		
Dade	680.11	766.13		
DeSoto	307.03		240.00	
Duval		13,917.48		
Escambia		1,613.04		44.92
Flagler				
Franklin		163.68		
Gadsden	25.39			
Hamilton		37.50	18.52	47.04
Hernandez				
Hillsborough	1,767.32	353.78	28.10	
Holmes				
Jackson		92.88		
Jefferson		327.35	12.75	
Lafayette	655.41		50.00	
Lake	84.64			
Lee	2,874.94	263.11		
Leon	317.78		200.00	
Levy	667.63	274.45		
Liberty				
Madison		95.70		
Manatee	1,823.80	237.69	2,659.05	
Marion	588.99	186.94	5.00	
Monroe				
Nassau				
Okaloosa	757.50	3,711.64	1,555.55	
Okeechobee		203.20		
Orange	83.13		1,123.91	
Osceola	10.00	99.00		
Palm Beach	1,477.49	180.22		
Pasco	364.70	290.89		
Pinellas	253.98			
Polk	1,548.14			
Putnam	442.12	63.59	86.06	16.80
St. Johns	70.00	326.95		136.77
St. Lucie	89.68		25.00	
Santa Rosa		203.52		
Seminole	2.51			
Sumter	82.76		34.50	
Suwannee				
Taylor		127.51		
Volusia	4,028.28	318.86	239.66	63.20
Wakulla				
Walton				
Washington		54.60		

TABLE XXII—Showing Financial Condition of County Boards July 1st, 1918.

PART I—Total Indebtedness by County and District Funds.

1917-1918 Counties.	Total In- debtedness, County and District Funds.	District Funds.		
		Warrants Out- standing.	Time War- rants Out- standing.	Bonds Out- standing.
In State	\$7,169,307.22	\$61,463.94	\$107,620.71	\$3,485,300.00
Alachua	108,867.04	1,050.12	32,000.00	75,700.00
Baker	3,611.05	80.35		
Bay	44,177.00	82.00		44,000.00
Bradford	102,115.22	5,039.77		64,000.00
Brevard	151,252.45		18.00	150,000.00
Broward	175,901.19	14.14		90,000.00
Calhoun	17,245.21	907.68		15,000.00
Citrus	13,505.90	1.90	5,000.00	
Clay	10,007.60	399.60		
Columbia	25,875.42	923.87	500.00	
Dade	971,000.00			449,000.00
DeSoto	308,733.07	989.19	12,378.83	258,000.00
Duval	1,189,057.32	5.50		
Escambia	154,962.33	285.76		12,000.00
Flagler	8.23	8.23		
Franklin	39,286.41	20.00		30,000.00
Gadsden	3,645.00	45.00		2,500.00
Hamilton	2,789.57	2,187.57		
Hernando	40,269.30	98.91		10,000.00
Hillsborough	419,292.74	1,343.36	700.00	362,700.00
Holmes	56,615.70	857.54		18,000.00
Jackson	19,119.27	1,211.37		
Jefferson	53,074.25			
Laayette	10,604.68	433.15		
Lake	96,985.12	1,743.97		92,500.00
Lee	130,876.64	406.55	4,600.00	95,000.00
Leon	10,588.80	.58	10,000.00	
Levy	50,217.66	426.80		425.00
Liberty	8,760.00			
Madison	11,707.16	2,584.70		
Manatee	374,599.49	1,094.62	1,400.00	18,000.00
Marion	188,457.13	9,500.22	600.00	97,500.00
Monroe	63,000.00			
Nassau	20,477.38	7,428.79		
Okaloosa	38,229.01	51.87	983.88	27,500.00
Okeechobee	41,271.71			40,000.00
Orange	182,856.14	1,078.64	1,650.50	180,000.00
Osceola	240.00	40.00		
Palm Beach	179,541.45	44.20		
Pasco	112,060.50	60.50		24,000.00
Pinellas	478,559.30	28.80	4,000.00	395,400.00
Polk	339,935.49	3,517.19	32,000.00	284,000.00
Putnam	1,823.28	1,575.98		
St. Johns	114,057.32	34.61		
St. Lucie	152,910.57	258.45		65,000.00
Santa Rosa	23,080.27	870.75	400.00	20,000.00
Seminole	90,001.00			90,000.00
Sumter	795.67	597.67		
Suwannee	124,685.70	8,518.47		70,000.00
Taylor	12,447.59	1,983.39		
Volusia	284,127.66	390.39		283,000.00
Wakulla	2,184.20	120.00		
Walton	80,732.82	1,183.32		50,000.00
Washington	35,582.17	1,938.47	1,391.50	30,000.00

TABLE XXII—Showing Financial Condition of County Boards July 1st, 1918.
PART II—Total Indebtedness by County and District Funds.

1917-1918 Counties.	County Funds.	
	Warrants Out- standing.	Time Warrants Out- standing.
In State	\$155,437.26	\$3,359,485.31
Alachua	116.92	.....
Baker	1,000.70	2,530.00
Bay	95.00	.....
Bradford	11,075.45	22,000.00
Brevard . . . . .	.....	1,236.45
Broward	369.60	85,517.45
Calhoun	1,337.53	.....
Citrus	4,504.00	4,000.00
Clay	1,608.00	8,000.00
Columbia	601.55	23,850.00
Dade . . . . .	.....	522,000.00
DeSoto	365.05	37,000.00
Duval	4,051.82	195,000.00
Escambia	2,176.57	140,500.00
Flagler . . . . .	.....	.....
Franklin	155.00	9,111.41
Gadsden	100.00	1,000.00
Hamilton	602.00	.....
Hernando	170.39	30,000.00
Hillsborough	4,849.38	49,700.00
Holmes	4,758.16	33,000.00
Jackson	17,907.90	.....
Jefferson	74.25	53,000.00
Lafayette	10,171.53	.....
Lake	241.15	.....
Lee	870.09	30,000.00
Leon	588.22	.....
Levy	7,290.86	.....
Liberty	200.00	8,560.00
Madison	122.46	9,000.00
Manatee	1,604.87	352,500.00
Marion	1,256.91	79,600.00
Monroe . . . . .	.....	63,000.00
Nassau	13,048.59	.....
Okaloosa	693.26	9,000.00
Okeechobee	1,271.75	.....
Orange	127.00	.....
Osceola	200.00	.....
Palm Beach	22,997.25	156,500.00
Pasco . . . . .	.....	88,000.00
Pinellas	130.50	79,000.00
Polk	418.30	20,000.00
Putnam	247.30	.....
St. Johns	1,022.71	113,000.00
St. Lucie	652.12	87,000.00
Santa Rosa	179.52	1,630.00
Seminole	1.00	.....
Sumter	198.00	.....
Suwannee	34,167.23	12,000.00
Taylor	464.20	10,000.00
Volusia	737.27	.....
Wakulla	64.20	2,000.00
Walton	549.50	29,000.00
Washington	2.20	2,250.00

TABLE XXII—PART III—Showing Financial Condition of County Boards July 1st, 1918.

1917-1918 Counties.	Cash on Hand.	
	District Funds.	County Funds.
In State	\$1,004,116.00	\$459,844.26
Alachua	20,997.97	2,579.86
Baker	4,111.13	626.32
Bay	7,903.53	11,297.47
Bradford	4,341.56	1,203.77
Brevard	12,557.57	1,916.97
Broward	20,799.81	4,805.38
Calhoun	8,140.56	1,563.32
Citrus	168.68	598.35
Clay	2,360.85	2,363.36
Columbia	2,682.01	6,904.30
Dade	102,244.25	15,484.64
DeSoto	66,095.17	1,672.86
Duval	53,534.89	31,796.42
Escambia	6,015.90	9,521.28
Flagler .....	.....	5,278.13
Franklin	927.21	5,028.34
Gadsden	8,490.97	1,071.57
Hamilton	1,732.01	4,170.01
Hernando	4,093.42	1,258.17
Hillsborough	87,462.85	71,623.51
Holmes	4,346.00	981.66
Jackson	6,110.70	1,474.81
Jefferson	3,461.97	9,271.29
Lafayette	7,654.40	6,264.14
Lake	5,094.99	12,950.63
Lee	7,474.88	8,386.83
Leon	710.42	3,924.14
Levy	15,522.08	7,907.23
Liberty	152.54	7,781.03
Madison	963.36	4,799.14
Manatee	12,103.70	61,877.08
Marion	37,505.38	1,081.10
Monroe .....	.....	9,266.08
Nassau .....	.....	16,592.01
Okaloosa	1,439.57	2,464.65
Okeechobee	8,801.58	2,780.31
Orange	75,698.81	8,261.45
Osceola	1,266.77	4,572.95
Palm Beach	42,695.36	1,221.17
Pasco	11,468.96	1,213.65
Pinellas	172,479.44	942.63
Polk	89,972.52	27,404.26
Putnam	682.96	14,045.55
St. Johns	754.35	3,606.66
St. Lucie	23,310.23	7,510.93
Santa Rosa	1,866.71	1,987.38
Seminole	21,172.93	2,906.89
Sumter	11,327.06	5,815.69
Suwannee	11,488.55	23,107.49
Taylor	6,319.60	3,471.10
Volusia	39,064.69	2,451.51
Wakulla	2,280.70	4,893.41
Walton	2,890.30	7,498.22
Washington	3,985.15	367.16

TABLE XXII—PART IV—Showing Financial Condition of County Boards July 1st, 1918.

1917-1918 Counties.	Net Indebtedness of Counties in Debt.		Net Cash of Counties Not in Debt.	
	District Funds.	County Funds.	District Funds.	County Funds.
In State	\$3,630,296.26	\$3,170,824.49	\$94,216.22	\$108,732.86
Alachua	87,752.15			2,462.94
Baker		2,904.38	4,030.78	
Bay	36,179.00			11,202.47
Bradford	64,698.21	31,871.68		
Brevard	137,458.43			680.52
Broward	69,223.33	81,081.67		
Calhoun	7,767.12			225.79
Citrus	4,833.22	7,905.65		
Clay		7,245.58	1,961.25	
Columbia		17,547.25	1,238.14	
Dade	346,755.75	506,515.36		
DeSoto	204,272.85	35,692.19		
Duval	946,470.61	157,255.40		
Escambia	6,269.86	133,155.29		
Flagler				5,269.90
Franklin	29,092.79	4,238.07		
Gadsden		28.43	5,855.97	
Hamilton	455.56			3,568.01
Hernando	6,005.49	28,912.22		
Hillsborough	276,280.51			17,074.13
Holmes	14,511.54	36,776.50		
Jackson		16,433.09	4,899.33	
Jefferson		43,802.96	3,461.97	
Lafayette		3,907.39	7,221.25	
Lake			3,351.02	12,709.28
Lee	92,531.67	22,483.26		
Leon	9,290.16			3,335.92
Levy	27,404.72			616.37
Liberty		978.97	152.54	
Madison	1,621.34	4,323.32		
Manatee	8,390.92	292,227.79		
Marion	70,094.84	79,775.81		
Monroe		53,733.92		
Nassau	7,948.01			3,543.42
Okaloosa	27,096.18	7,228.61		
Okeechobee	31,198.42			1,508.56
Orange	107,030.33			8,134.45
Osceola			1,226.77	4,372.00
Palm Beach		178,276.08	42,651.16	
Pasco	12,591.54	86,786.35		
Pinellas	226,949.36	78,187.87		
Polk	229,544.67			6,985.96
Putnam	893.02			13,798.25
St. Johns		110,416.05	719.74	
St. Lucie	21,948.22	80,144.19		
Santa Rosa	19,404.04			177.84
Seminole	68,827.07			2,905.89
Sumter			10,929.39	5,617.69
Suwannee	67,029.92	23,059.74		
Taylor		6,993.10	4,336.21	
Volusia	244,325.70			1,714.24
Wakulla			2,160.70	2,829.21
Walton	48,293.02	29,051.28		
Washington	29,344.82	1,885.04		

TABLE XXIII—Balance Sheet or Summary of Financial Statements of
County Boards.
PART I—Debits.

1917-1918 Counties.	Total Re- ceipts in- cluding Cash on Hand July 1st, 1917.	Warrants and Bonds Out- standing July 1st, 1918.
In State	\$7,934,667.58	\$7,616,652.66
Alachua	215,683.13	108,867.04
Baker	30,165.09	3,611.15
Bay	57,979.90	44,217.40
Bradford	83,370.03	102,115.22
Brevard	150,274.61	151,252.45
Broward	143,342.75	175,901.19
Calhoun	52,779.60	17,245.21
Citrus	69,729.32	13,509.90
Clay	36,958.59	10,008.54
Columbia	72,308.11	25,875.42
Dade	630,751.61	971,000.00
DeSoto	300,264.73	308,733.07
Duval	939,163.04	1,189,057.32
Escambia	207,059.86	154,962.33
Flagler	26,125.00	8.23
Franklin	49,064.39	39,286.41
Gadsden	59,830.60	3,645.00
Hamilton	41,320.17	2,789.57
Hernando	50,440.15	40,269.30
Hillsborough	658,556.57	866,592.74
Holmes	62,051.55	56,615.70
Jackson	110,627.81	19,119.27
Jefferson	76,273.62	53,074.25
Lafayette	66,397.63	10,604.68
Lake	87,998.41	94,485.12
Lee	151,284.04	130,876.64
Leon	80,669.12	10,588.80
Levy	106,264.50	50,217.66
Liberty	27,573.77	8,760.00
Madison	44,668.45	11,707.16
Manatee	287,677.70	374,599.49
Marion	226,789.99	188,457.13
Monroe	43,802.36	63,000.00
Nassau	56,600.15	20,477.38
Okaloosa	62,841.90	38,229.01
Okeechobee	41,858.57	41,271.75
Orange	197,197.22	182,856.14
Osceola	86,843.61	240.00
Palm Beach	236,748.39	179,541.45
Pasco	113,547.77	112,060.50
Pinellas	403,263.91	478,559.30
Polk	412,049.63	339,935.49
Putnam	70,353.33	1,823.28
St. Johns	85,558.48	114,057.32
St. Lucie	103,070.14	152,910.57
Santa Rosa	111,039.65	23,080.27
Seminole	87,589.27	90,001.00
Sumter	55,585.60	795.87
Suwannee	114,226.33	124,685.70
Taylor	74,669.18	12,447.59
Volusia	256,722.91	284,127.66
Wakulla	22,884.81	2,184.20
Walton	52,444.46	80,732.82
Washington	42,328.07	35,582.17

TABLE XXIII—Balance Sheet or Summary of Financial Statements of
County Boards.
PART II—Credits.

1917-1918 Counties.	Expend- itures for All School Purposes.	Payments of Bor- rowed Money.	Warrants and Bonds Outstanding July 1st, 1917.	Cash on Hand July 1st, 1918.
In State	\$4,837,045.59	\$1,885,461.32	\$7,324,842.23	\$1,503,953.10
Alachua	153,766.98	34,532.47	112,572.89	23,577.83
Baker	19,148.91	6,853.15	3,036.73	4,737.45
Bay	38,696.50	.....	44,299.80	19,201.00
Bradford	36,566.22	29,249.50	114,124.20	5,545.33
Brevard	83,963.52	53,000.00	150,089.00	14,474.54
Broward	114,959.19	46,517.45	132,171.11	25,596.19
Calhoun	28,411.24	9,250.00	22,659.69	9,703.88
Citrus	33,158.68	33,900.00	15,413.51	767.03
Clay	22,040.88	6,500.00	13,702.04	4,724.21
Columbia	38,722.24	11,116.65	38,758.33	9,586.31
Dade	309,483.04	451,437.00	723,102.68	117,728.89
DeSoto	176,585.81	67,320.00	297,323.96	67,768.03
Duval	853,831.83	.....	1,189,057.22	85,331.31
Escambia	150,139.65	43,000.00	153,345.36	15,537.18
Flagler	11,170.10	9,685.00	.....	5,278.13
Franklin	18,423.50	26,513.00	37,458.75	5,955.55
Gadsden	40,233.06	13,700.00	80.00	9,472.54
Hamilton	25,216.50	10,682.00	2,309.22	5,902.02
Hernando	21,207.44	16,387.20	47,763.22	5,351.59
Hillsborough	382,925.95	82,500.00	900,637.00	159,086.36
Holmes	34,602.94	28,432.88	50,303.77	5,327.66
Jackson	61,911.28	42,021.26	18,228.97	7,585.57
Jefferson	26,218.05	5,833.55	84,563.01	12,733.26
Lafayette	36,760.07	16,475.00	9,848.70	13,918.54
Lake	70,421.90	.....	94,016.01	18,045.62
Lee	73,451.79	78,189.60	119,657.58	15,681.71
Leon	53,589.15	18,140.53	14,893.68	4,634.56
Levy	49,584.32	16,355.00	67,133.53	23,429.31
Liberty	11,499.05	8,000.00	8,901.15	7,933.57
Madison	36,458.66	.....	14,154.45	5,762.50
Manatee	93,948.99	167,685.87	326,661.55	73,980.78
Marion	116,446.33	69,414.16	190,798.75	38,586.48
Monroe	34,880.99	.....	62,655.29	9,266.08
Nassau	23,042.97	17,316.94	20,645.04	16,072.79
Okaloosa	54,375.14	.....	42,792.55	3,904.22
Okeechobee	18,193.06	13,353.36	40,000.00	11,581.89
Orange	154,780.40	.....	141,312.70	83,960.26
Osceola	70,191.49	11,000.00	52.40	5,839.72
Palm Beach	166,237.04	44,000.00	162,136.27	43,916.53
Pasco	57,155.12	50,435.00	105,335.54	12,682.61
Pinellas	211,551.14	20,000.00	476,850.00	173,422.07
Polk	196,068.60	99,585.00	338,554.74	117,376.78
Putnam	56,913.10	.....	535.00	14,728.51
St. Johns	45,904.96	38,000.00	111,349.83	4,361.01
St. Lucie	54,311.80	15,500.00	155,347.75	30,821.16
Santa Rosa	46,282.98	60,000.00	24,002.45	3,854.09
Seminole	50,936.45	27,500.00	75,074.00	24,079.82
Sumter	38,077.73	.....	1,160.79	17,142.75
Suwannee	41,754.56	20,750.00	141,811.43	34,596.04
Taylor	35,552.09	24,782.75	16,991.27	9,790.70
Volusia	185,162.14	37,065.00	277,107.23	41,516.20
Wakulla	10,962.40	3,000.00	3,932.50	7,174.11
Walton	32,442.05	2,000.00	88,346.71	10,388.52
Washington	28,753.61	3,402.00	41,402.32	4,352.31

TABLE XXIV—PART I—School Expenditures by Races.

1917-1918 Counties.	White.			
	Total.	For Schools Proper.	For Additions to Prop- erty and Equipment	For Adminis- tration Pro- vided on Other Ex- penditures.
In State	\$4,393,445.57	\$2,628,060.43	\$877,519.72	\$887,865.32
Alachua	139,701.58	77,353.14	35,318.43	27,030.01
Baker	18,637.44	15,057.95	277.52	3,301.97
Bay	37,231.44	29,475.63	1,274.30	6,481.51
Bradford	34,305.60	28,432.81	536.41	5,336.38
Brevard	80,022.69	38,816.16	17,985.76	23,220.77
Broward	110,707.14	33,628.33	35,795.30	41,283.51
Calhoun	27,546.20	17,233.35	6,665.86	3,646.99
Citrus	32,066.72	25,508.00	2,372.56	4,186.16
Clay	18,863.36	14,195.18	467.60	4,200.58
Columbia	33,280.47	27,900.41	1,709.37	3,670.69
Dade	300,895.07	138,898.17	114,776.52	47,220.38
DeSoto	172,753.52	97,411.77	47,339.42	28,002.33
Duval	708,411.53	282,054.23	322,102.75	104,254.55
Escambia	132,755.82	96,133.54	18,526.45	18,095.83
Flagler	10,951.66	8,128.43	571.98	2,251.25
Franklin	16,382.87	11,371.09	1,564.35	3,447.43
Gadsden	36,131.90	32,583.03	116.15	3,432.72
Hamilton	23,897.76	20,896.44	365.29	2,636.03
Hernando	18,683.85	13,597.34	23.15	5,063.36
Hillsborough	360,860.24	249,275.45	9,699.51	101,885.28
Holmes	33,909.92	23,160.02	409.75	10,340.15
Jackson	53,377.46	46,544.20	1,918.40	4,914.86
Jefferson	23,925.77	19,260.08	406.07	4,259.62
Lafayette	35,788.26	27,369.66	4,092.02	4,326.58
Lake	64,975.68	53,245.59	536.41	11,193.68
Lee	71,534.66	56,064.54	5,748.34	9,721.78
Leon	42,909.78	36,028.84	872.23	6,008.71
Levy	45,586.86	26,895.17	12,192.41	6,499.28
Liberty	10,278.63	8,406.07	36.50	1,836.06
Madison	33,801.72	28,037.70	2,191.00	3,573.02
Manatee	88,359.52	64,077.52	9,253.66	15,028.34
Marion	99,823.76	53,548.91	4,156.13	42,118.72
Monroe	30,004.38	24,232.50	469.90	5,301.98
Nassau	17,763.65	14,599.13	604.84	2,559.68
Okaloosa	53,415.52	18,829.47	29,709.59	4,876.46
Okeechobee	18,195.07	12,869.78	1,269.30	4,055.99
Orange	145,187.14	88,486.49	51,295.55	5,405.10
Osceola	66,744.08	34,355.98	20,649.96	11,738.14
Palm Beach	136,006.19	68,553.97	24,299.09	43,153.13
Pasco	55,746.43	32,010.71	5,478.09	18,257.63
Pinellas	204,315.98	108,130.97	28,070.33	68,114.68
Polk	181,299.44	132,769.47	3,172.09	45,357.88
Putnam	47,682.12	36,180.18	3,645.39	7,856.55
St. Johns	37,640.03	28,647.33	636.33	8,356.37
St. Lucie	51,578.33	31,750.00	1,499.85	18,328.48
Santa Rosa	44,492.13	30,618.97	4,134.72	9,740.44
Seminole	43,559.45	34,384.83	1,622.02	7,552.60
Sumter	35,473.13	22,990.16	989.03	11,493.94
Suwannee	37,064.23	28,618.04	1,169.68	7,276.51
Taylor	35,023.00	27,302.53	1,526.80	6,193.67
Volusia	168,432.06	102,525.95	36,274.23	29,631.88
Wakulla	9,051.92	7,106.71	461.15	1,484.06
Walton	30,577.89	24,792.11	393.96	5,391.82
Washington	25,834.42	17,718.40	846.22	7,269.80

TABLE XXIV—PART II—School Expenditures by Races.

1917-1918 Counties.	Negro.			
	Total.	For Schools Proper.	For Additions to Prop- erty and Equipment.	For Adminis- tration Pro- rated on Other Ex- penditures.
In State	\$443,600.32	\$254,383.75	\$111,816.38	\$77,399.99
Alachua	14,065.40	9,091.66	2,300.00	2,673.74
Baker	511.47	471.20		40.27
Bay	1,465.06	1,195.00		270.06
Bradford	2,260.62	1,920.00		340.62
Brevard	3,940.83	2,572.91	145.77	1,222.15
Broward	4,252.05	2,472.15	59.75	1,720.15
Calhoun	865.04	742.00	10.25	112.79
Citrus	1,091.06	962.49		129.47
Clay	3,177.52	2,493.71		683.81
Columbia	5,441.77	4,824.75	19.50	597.52
Dade	8,587.97	6,600.45	20.00	1,967.52
DeSoto	3,832.29	3,260.83		571.46
Duval	145,420.30	35,414.29	90,148.00	19,858.01
Escambia	17,383.83	14,916.22		2,467.61
Flagler	220.44	172.50	2.00	45.94
Franklin	2,038.63	1,623.78		414.85
Gadsden	4,091.16	3,709.45		381.71
Hamilton	1,318.74	1,180.00		138.74
Hernando	2,523.59	1,470.32	362.81	690.46
Hillsborough	22,065.71	15,450.68	111.71	6,503.32
Holmes	693.02	482.00		211.02
Jackson	8,533.82	7,850.00		683.82
Jefferson	2,292.28	1,871.00		421.28
Lafayette	971.81	838.00		133.81
Lake	5,446.22	4,603.68		842.54
Lee	1,917.13	1,653.85	14.00	249.28
Leon	10,679.37	9,479.44	1,077.30	122.63
Levy	3,997.46	3,432.31		565.15
Liberty	1,220.42	993.50		226.92
Madison	2,656.94	2,388.00		268.94
Manatee	5,589.57	4,588.51	41.80	959.26
Marion	16,622.57	15,601.35	161.65	859.57
Monroe	4,876.61	3,904.25	109.25	863.11
Nassau	5,279.31	4,514.79		764.52
Okaloosa	959.52	860.00		99.52
Okeechobee				
Orange	9,593.26	9,243.35	4.90	345.01
Osceola	3,447.41	2,829.61		617.80
Palm Beach	30,230.85	5,212.39	15,545.82	9,472.64
Pasco	1,408.69	940.55		468.14
Pinellas	7,235.16	4,837.75		2,397.41
Polk	14,769.16	10,825.00		3,944.16
Putnam	9,230.98	7,464.85	270.83	1,495.30
St. Johns	8,264.93	6,506.42	46.96	1,711.55
St. Lucie	2,733.47	1,733.81	35.00	964.66
Santa Rosa	1,770.85	1,359.75	5.25	405.85
Seminole	7,377.00	6,135.26	12.25	1,229.49
Sumter	2,604.60	1,739.47		865.13
Suwannee	4,690.33	3,790.99		899.34
Taylor	529.09	433.75		95.34
Volusia	16,730.08	12,744.36	1,055.10	2,930.62
Wakulla	1,910.48	1,399.09	207.43	303.96
Walton	1,864.16	1,520.00		344.16
Washington	2,919.19	2,062.28	49.15	807.76

TABLE XXV—School Expenditures Per Capita: Of Population, of Youths of School Age, of Pupils Enrolled, of Pupils in Daily Attendance.
Amount is given in dollars and cents, the \$ being omitted.

1917-1918 Counties.	Of Population.			Of Youths of School Age.			Of Pupils Enrolled.			Of Pupils in Daily Attendance.		
	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.
In State	4.90	7.26	1.12	15.43	21.87	3.59	24.63	31.15	7.57	35.23	45.37	10.93
Alachua	4.19	8.41	.70	11.32	19.99	2.12	19.91	32.43	4.13	25.70	42.20	5.22
Baker	3.57	4.17	.56	8.81	10.33	1.39	12.39	14.61	1.90	20.84	25.36	2.74
Bay	2.77	3.87	.34	8.99	12.80	1.05	16.25	19.02	3.44	25.24	30.22	4.87
Bradford	2.15	2.80	.48	5.67	7.61	1.16	9.13	10.97	2.57	13.89	16.93	3.71
Brevard	10.59	14.42	1.66	35.85	47.47	6.03	47.57	60.62	8.86	62.66	80.42	11.42
Broward	18.92	27.18	2.12	75.21	101.29	9.80	94.38	123.56	13.24	138.17	172.17	22.49
Calhoun	3.71	5.26	.36	10.05	14.05	.99	13.12	15.56	2.12	21.22	26.24	2.99
Citrus	6.17	10.39	.48	19.20	30.37	1.63	24.61	36.86	2.19	33.90	50.34	3.20
Clay	2.87	4.09	1.03	8.95	12.35	3.40	16.35	19.69	8.15	22.20	30.33	11.72
Columbia	2.31	4.11	.66	6.41	11.76	1.70	9.34	14.86	2.85	13.31	21.47	4.00
Dade	10.94	15.52	.97	36.97	50.54	3.55	55.65	62.84	11.11	74.25	82.39	16.29
DeSoto	6.99	8.04	1.02	21.94	24.85	3.49	31.05	34.10	6.17	41.40	46.34	7.46
Duval	8.08	11.31	2.80	30.82	49.80	10.80	56.85	68.06	33.71	79.87	95.40	44.56
Escambia	3.33	47.80	1.06	10.13	13.27	3.61	20.47	24.21	9.39	27.28	33.13	11.61
Flagler	4.99	5.93	.57	19.11	23.45	1.90	29.60	34.77	3.74	40.04	46.21	5.25
Franklin	3.30	5.68	.75	10.58	18.00	2.45	24.43	33.71	7.34	32.10	45.38	9.57
Gadsden	1.70	4.70	.26	4.61	14.40	.66	7.51	16.78	1.28	11.85	24.08	2.97
Hamilton	1.95	3.35	.23	5.18	9.77	.54	9.82	14.32	1.47	12.90	19.15	1.86
Hernando	3.21	5.62	.77	10.51	17.40	2.68	18.55	23.38	7.34	28.62	35.86	11.47
Hillsborough	4.30	5.16	1.16	14.61	16.92	4.52	25.97	28.44	10.72	32.70	35.56	14.09
Holmes	2.32	2.48	.41	6.32	6.87	1.29	9.13	9.48	3.20	15.90	16.20	4.71
Jackson	1.63	2.71	.48	4.26	7.17	1.21	6.72	10.16	2.15	10.39	16.44	3.15
Jefferson	1.59	6.04	.18	3.61	16.00	.44	9.25	24.26	1.18	13.80	36.46	1.85
Lafayette	4.43	5.24	.64	12.24	14.27	1.97	19.02	20.38	5.50	32.08	35.54	7.00
Lake	5.21	7.54	1.11	17.41	23.84	4.13	25.28	32.63	6.88	37.78	48.00	10.68
Lee	7.64	8.99	1.16	27.00	30.68	5.00	39.90	43.64	9.45	59.77	64.44	16.11
Leon	2.12	8.04	.70	7.19	25.23	1.90	10.76	28.34	3.08	16.82	40.83	5.00
Levy	3.14	6.94	.66	11.61	19.85	2.04	19.39	27.23	4.53	28.17	40.13	6.41
Liberty	2.25	3.80	.51	6.41	10.31	1.53	9.60	13.31	2.87	14.65	21.55	3.96
Madison	1.99	3.96	.27	5.38	11.91	.68	7.25	13.90	1.02	11.56	16.80	1.70
Manatee	5.57	7.46	1.11	18.68	24.35	3.99	26.67	31.74	7.57	37.35	42.52	12.80
Marion	3.84	7.87	.94	11.27	24.68	2.64	17.46	33.31	4.53	26.82	48.46	7.29
Monroe	1.72	1.98	.97	5.75	6.91	2.84	13.50	14.71	7.90	19.42	20.89	13.54
Nassau	2.27	3.26	1.12	6.86	9.71	3.46	11.28	14.00	6.84	16.66	20.49	10.23
Okaloosa	5.35	7.40	.32	15.23	22.82	.78	22.59	25.78	2.87	36.24	41.34	4.07
Okechobee	6.83	7.77	.....	22.34	25.85	.....	35.00	35.00	.....	58.88	58.88	.....
Orange	9.60	13.76	1.72	32.40	46.70	5.76	42.24	57.05	8.50	59.55	80.00	12.24
Osceola	6.20	6.92	2.05	22.75	26.29	6.30	42.57	48.00	13.47	60.51	67.83	19.60
Palm Beach	14.87	17.77	8.58	40.99	44.94	24.15	62.00	68.00	44.33	73.41	75.48	67.33
Pasco	5.49	7.21	.53	15.11	22.72	1.92	28.72	32.77	4.87	40.00	45.70	6.68
Pinellas	9.77	12.53	1.35	36.37	45.70	5.38	43.75	50.71	8.98	60.85	71.02	12.35
Polk	4.78	6.35	1.19	14.48	19.21	3.60	25.45	28.91	10.32	35.10	38.62	18.90
Putnam	3.34	5.49	1.11	11.43	15.08	3.72	19.79	30.51	7.03	27.43	41.61	9.94
St. Johns	3.68	5.33	1.61	12.97	18.64	5.66	22.08	25.22	12.41	27.86	34.72	15.65
St. Lucie	6.40	8.47	1.14	20.83	26.60	4.04	31.56	37.51	8.00	42.73	50.87	10.64
Santa Rosa	3.13	4.31	.40	8.90	11.64	12.9	13.73	15.48	3.44	22.04	25.21	5.08
Seminole	4.70	7.64	1.90	16.67	28.07	6.24	24.83	38.48	10.64	32.82	49.56	13.93
Sumter	4.85	6.87	.97	13.94	21.34	2.76	18.29	25.00	4.64	27.47	38.66	6.50
Suwannee	1.94	2.96	.52	5.15	8.09	1.30	8.47	13.03	2.72	11.97	18.54	3.79
Taylor	3.00	5.20	.10	10.16	12.78	.69	18.33	20.13	2.65	30.00	34.14	3.31
Volusia	7.94	12.23	1.76	27.29	43.19	5.80	40.42	54.00	11.46	56.68	76.18	15.84
Wakulla	1.33	2.47	.42	3.25	7.20	.97	8.00	12.32	3.00	13.74	19.60	5.69
Walton	2.22	2.97	.46	6.48	8.35	1.34	9.70	10.68	3.87	15.38	17.08	5.86
Washington	2.53	3.10	.95	6.55	8.02	2.51	8.53	10.27	3.40	14.08	17.17	5.43

TABLE XXVI—(a) Number of Visits by County Superintendents to Schools One Hour or Longer; (b) Percentage of County Superintendents' Salary is of Total Paid His Teachers; Number of Pupils Transported; Total Cost and Cost Per Pupil.

1917-1918 Counties.	Visits by County Supts. to Schools.			Transportation of Pupils. Number Transported.				
	To Both.	To White.	To Negro.	Total Paid for Trans- portation.	Both Races.	White.	Negro.	Average Cost Per Pupil.
In State	3,920	3,375	3,545	\$95,138.22	4,261	4,225	36	22.33
Alachua	157	115	42	1,112.05	76	76	.....	14.63
Baker	83	78	5	705.75	40	40	.....	17.64
Bay	87	87	.....	269.75	21	21	.....	12.85
Bradford	93	77	16	.....	.....	.....	.....	.....
Brevard	49	44	5	4,689.70	188	188	.....	24.89
Broward	41	30	11	3,223.89	115	115	.....	28.01
Calhoun	47	47	.....	119.00	10	10	.....	11.90
Citrus	69	69	.....	3,204.99	73	73	.....	43.90
Clay	48	43	5	214.30	19	19	.....	11.28
Columbia	132	100	32	159.17	9	9	.....	17.88
Dade	73	71	2	10,463.27	475	475	.....	22.08
DeSoto	76	76	.....	1,694.40	80	80	.....	21.18
Duval	48	45	3	9,505.13	389	389	.....	24.43
Escambia	81	61	20	992.50	66	66	.....	15.04
Flagler	33	33	.....	37.50	5	5	.....	7.50
Franklin	13	8	5	.....	.....	.....	.....	.....
Gadsden	123	78	45	160.00	38	38	.....	4.21
Hamilton	94	94	.....	.....	.....	.....	.....	.....
Hernando	79	74	5	181.31	14	14	.....	12.95
Hillsborough	178	163	15	1,037.30	75	75	.....	13.83
Holmes	79	78	1	19.00	7	7	.....	2.71
Jackson .....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	35	35	.....	2,326.10	244	244	.....	9.53
Lafayette	47	45	2	843.54	56	56	.....	15.06
Lake	75	57	18	2,309.40	102	102	.....	22.64
Lee	45	44	1	3,121.00	141	111	30	22.13
Leon	77	53	24	451.70	52	52	.....	8.69
Liberty	46	34	12	33.00	8	8	.....	4.12
Madison	131	122	9	739.70	94	94	.....	7.87
Manatee	95	95	.....	470.33	53	53	.....	8.87
Marion	73	43	30	43.00	12	12	.....	3.58
Monroe	18	16	2	.....	.....	.....	.....	.....
Nassau	56	55	1	62.50	13	13	.....	4.80
Okaloosa	51	47	4	336.95	16	16	.....	21.06
Okeechobee	36	36	.....	1,572.25	59	59	.....	26.65
Orange	98	70	28	6,403.05	281	281	.....	22.78
Osceola	37	37	.....	228.00	6	6	.....	38.00
Palm Beach	16	9	7	11,037.62	228	228	.....	48.42
Pasco	53	53	.....	1,709.40	104	104	.....	16.43
Pinellas	111	98	13	3,508.52	105	105	.....	33.41
Polk	78	70	8	329.75	70	70	.....	4.71
Putnam	73	61	12	1,715.85	120	120	.....	14.30
St. Johns	48	43	5	764.62	43	43	.....	17.78
St. Lucie	94	84	10	4,845.50	140	140	.....	34.61
Santa Rosa	75	73	2	.....	.....	.....	.....	.....
Seminole	93	57	36	5,086.25	231	225	6	22.02
Sumter	77	69	8	624.47	43	43	.....	14.52
Suwannee	74	74	.....	.....	.....	.....	.....	.....
Taylor	86	83	3	724.75	43	43	.....	16.85
Volusia	110	78	32	7,025.93	251	251	.....	27.99
Wakulla	87	62	25	89.90	14	14	.....	6.42
Walton	80	69	11	780.24	21	21	.....	37.15
Washington	86	75	11	.....	.....	.....	.....	.....

TABLE XXVII—(a) Number and Kind of School Buildings Owned by County Boards and District Trustees; Number of Rooms in Buildings.

1917-1918 Counties.	Public School Buildings.									Number of Rooms in Build- ings.			
	Grand Total.	Frame.			Brick.			Concrete.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
In State	2674	2432	1824	608	186	180	6	56	54	2	6659	5522	1137
Alachua	113	107	65	42	6	6					258	178	80
Baker	30	30	25	5							56	49	7
Bay	29	27	26	1	2	2					71	70	1
Bradford	60	56	45	11	4	4					126	109	17
Brevard	35	31	25	6				4	4		92	79	13
Broward	14	9	4	5	5	5					59	51	8
Calhoun	30	29	29		1	1					54	54	
Citrus	22	22	16	6							53	45	8
Clay	31	30	27	3	1	1					54	47	7
Columbia	78	76	49	27	2	2					135	90	45
Dade	24	4		4				20	20		166	151	15
DeSoto	77	60	56	4	14	14		3	3		249	239	10
Duval	71	48	29	19	23	20	3				440	351	89
Escambia	69	65	52	13	3	3		1	1		114	78	36
Flagler	12	12	21								15	15	
Franklin	6	5	3	2	1	1					46	38	8
Gadsden	114	111	69	42	3	3					177	130	47
Hamilton	46	45	45		1	1					78	78	
Hernando	25	24	17	7	1	1					44	34	10
Hillsborough	102	75	61	14	25	23	2	2	2		507	459	48
Holmes	68	67	61	6	1	1					116	110	6
Jackson	112	110	64	46	2	2					215	149	66
Jefferson	23	22	18	4	1	1					56	48	8
Lafayette	54	52	50	2	1	1		1	1		71	68	3
Lake	57	51	37	14	5	5		1	1		131	109	22
Lee	23	20	18	2	3	3					92	85	7
Leon	78	76	35	41	2	2					114	67	47
Levy	64	61	42	19	3	3					83	60	23
Liberty	21	21	19	2							36	32	4
Madison	64	61	53	8	3	3					106	94	12
Manatee	57	48	41	7	5	5		4	4		139	123	16
Marion	115	110	62	48	5	5					180	102	78
Monroe	13	11	10	1				2	2		60	47	13
Nassau	65	62	48	14	3	3					95	72	23
Okaloosa	47	44	43	1	3	3					81	80	1
Okeechobee	7	5	5		2	2					26	26	
Orange	64	31	24	7	3	3					116	96	20
Osceola	24	21	19	2	3	3					66	59	7
Palm Beach	22	15	10	5				7	6	1	84	64	20
Pasco	40	36	34	2	4	4					83	79	4
Pinellas	35	13	10	3	18	17	1	4	3	1	206	180	26
Polk	93	83	67	16	9	9		1	1		310	274	36
Putnam	55	53	30	23	1	1		1	1		109	72	37
St. Johns	30	29	20	9	1	1					282	263	19
St. Lucie	27	25	20	5	2	2					282	263	19
Santa Rosa	53	52	50	2	1	1					101	97	4
Seminole	24	22	10	12	2	2					83	46	37
Sumter	27	23	17	6	2	2		2	2		79	67	12
Suwannee	100	99	66	33				1	1		142	103	39
Taylor	43	42	41	1	1	1					67	65	2
Volusia	51	44	26	18	5	5		2	2		190	147	43
Wakulla	35	35	22	13							42	28	14
Walton	68	66	56	10	2	2					132	120	12
Washington	57	56	41	15	1	1					92	73	19

TABLE XXVIII—PART I—Patent Desks in the Schools.

1917-1918 Counties.	Grand Total.	Patent Desks in Use.					
		Single.			Double.		
		Total.	For Whites.	For Negroes.	Total.	For Whites.	For Negroes.
In State	152,875	114,297	107,177	7,120	38,578	25,112	13,466
Alachua	5,380	3,004	2,806	198	2,376	1,217	1,159
Baker	885	103	103	.....	785	694	91
Bay	1,386	940	940	.....	446	440	6
Bradford	2,769	1,796	1,761	35	973	723	250
Brevard	1,869	1,656	1,548	108	213	47	166
Broward	1,439	1,439	1,161	278	.....	.....	.....
Calhoun	1,766	1,745	1,745	.....	21	21	.....
Citrus	893	375	375	.....	518	461	57
Clay	904	413	401	12	491	466	25
Columbia	2,535	1,680	1,582	98	855	480	375
Dade	5,309	5,273	4,890	383	36	.....	36
DeSoto	5,847	4,763	4,748	15	1,084	803	281
Duval	12,988	10,277	9,776	501	2,711	745	1,966
Escambia	6,921	5,112	4,824	288	1,809	886	923
Flagler	356	326	326	.....	30	30	.....
Franklin	452	317	311	6	135	110	25
Gadsden	1,553	1,301	1,276	25	252	202	50
Hamilton	1,285	552	552	.....	733	733	.....
Hernando	1,858	562	522	40	1,296	166	1,130
Hillsborough	16,428	14,485	13,705	780	1,943	1,237	706
Holmes	2,750	2,154	2,154	.....	596	596	.....
Jackson	3,910	3,791	3,716	75	119	119	.....
Jefferson	866	542	502	40	324	309	15
Lafayette	1,554	120	120	.....	1,434	1,418	16
Lake	1,988	1,402	1,353	9	586	376	210
Lee	2,251	2,180	1,975	205	71	51	20
Leon	2,017	808	746	62	1,209	465	744
Levy	820	594	578	16	226	181	45
Liberty	576	540	540	.....	36	36	.....
Madison	2,510	1,565	1,565	.....	945	595	350
Manatee	3,267	2,699	2,651	48	568	282	286
Marion	4,519	2,457	2,304	153	2,062	815	1,247
Monroe	1,998	1,630	1,630	.....	368	68	300
Nassau	1,393	493	461	32	900	539	361
Okaloosa	1,187	285	285	.....	902	882	20
Okeechobee	634	574	574	.....	60	60	.....
Orange	2,908	2,888	2,548	340	320	146	174
Osceola	1,862	1,670	1,584	86	192	108	84
Palm Beach	1,815	1,808	1,379	429	7	.....	7
Pasco	1,621	935	928	7	686	635	51
Pinellas	5,210	4,991	4,632	359	219	.....	219
Polk	7,870	5,639	5,454	185	2,231	2,023	208
Putnam	2,506	2,182	1,686	496	324	133	191
St. Johns	1,745	1,524	1,316	208	221	14	207
St. Lucie	3,009	2,928	2,605	323	81	47	34
Santa Rosa	1,930	397	397	.....	1,533	1,449	84
Seminole	1,763	1,530	1,066	464	233	44	189
Sumter	1,523	934	934	.....	589	355	234
Suwannee	2,736	951	951	.....	1,785	1,761	24
Taylor	1,587	1,127	1,127	.....	460	375	85
Volusia	4,986	4,405	3,623	782	581	235	346
Wakulla	794	333	333	.....	461	261	200
Walton	1,871	763	729	34	1,108	1,047	61
Washington	1,773	2,339	1,339	.....	434	226	208

TABLE XXVIII—PART II—Blackboards and Libraries in the Schools.

1917-1918 Counties.	Square Yards Good Blackboard.			Volumes in Libraries.		
	Total.	For Whites.	For Negroes.	Total.	For Whites.	For Negroes.
In State	86,376	77,310	9,066	125,666	121,043	4,623
Alachua	2,085	1,631	454	7,755	7,755	.....
Baker	1,193	1,145	48	680	680	.....
Bay	1,518	1,515	3	526	526	.....
Bradford	1,094	1,094	.....	2,938	2,903	35
Brevard	1,058	934	124	4,485	4,129	356
Broward	856	794	62	1,374	1,347	27
Calhoun	59	59	.....	552	552	.....
Citrus	979	882	97	700	700	.....
Clay	507	403	104	494	494	.....
Columbia	1,399	1,214	185	1,374	1,339	35
Dade	3,267	3,207	60	5,326	5,198	128
DeSoto	12,410	12,309	101	7,442	7,357	85
Duval	5,297	4,140	1,157	2,216	2,106	110
Escambia	2,854	2,494	360	2,674	2,643	31
Flagler	118	118	.....	15	15	.....
Franklin	355	290	65	1,080	1,080	.....
Gadsden	836	826	10	1,836	1,836	.....
Hamilton	602	602	.....	977	977	.....
Hernando	463	412	51	175	175	.....
Hillsborough	7,646	6,997	649	8,273	8,221	52
Holmes	724	708	16	1,534	1,534	.....
Jackson	1,964	1,735	229	799	799	.....
Jefferson	622	432	190	220	220	.....
Lafayette	633	633	.....	3,633	3,633	.....
Lake	1,072	948	124	6,228	5,957	271
Lee	1,005	986	19	4,672	4,672	.....
Leon	989	504	485	1,130	1,080	50
Levy	524	524	.....	1,188	1,042	146
Liberty	346	296	50	87	87	.....
Madison	1,665	1,195	470	1,200	1,200	.....
Manatee	1,365	1,261	104	6,271	6,246	25
Marion	2,543	1,928	615	2,634	2,578	56
Monroe	482	432	50	1,175	1,000	175
Nassau	692	517	175	82	82	.....
Okaloosa	486	486	.....	689	689	.....
Okeechobee	562	562	.....	565	565	.....
Orange	1,726	1,544	182	4,237	3,903	334
Osceola	717	671	46	1,558	1,558	.....
Palm Beach	1,612	1,380	232	2,059	2,055	4
Pasco	1,047	1,034	13	2,193	2,193	.....
Pinellas	3,064	2,814	250	8,552	7,997	555
Polk	4,609	4,479	190	4,038	3,963	75
Putnam	1,314	966	348	4,100	2,600	1,500
St. Johns	1,332	1,047	285	587	574	13
St. Lucie	1,378	1,150	228	2,568	2,554	14
Santa Rosa	870	810	60	997	997	.....
Seminole	1,534	1,330	204	1,350	1,240	110
Sumter	781	708	73	1,078	1,078	.....
Suwannee	1,264	1,087	177	488	488	.....
Taylor	915	909	6	1,344	1,344	.....
Volusia	2,583	2,128	455	6,231	6,095	136
Wakulla	161	91	70	345	345	.....
Walton	762	659	103	642	642	.....
Washington	377	290	87	300	300	.....

TABLE XXIX—Value of School Equipment Owned by County Boards and District Trustees.

Counties. 1917-1918	Furniture, Apparatus, Libraries.						
	Grand Total.	Furniture.		Apparatus.		Libraries.	
		For Whites.	For Negroes.	For Whites.	For Negroes.	For Whites.	For Negroes.
In State	\$1,057,632	\$675,510	\$64,418	\$182,166	\$9,798	\$122,406	\$3,334
Alachua	48,311	29,128	7,930	4,450	175	6,630	
Baker	6,440	4,315	360	950	30	785	
Bay	8,675	7,260	40	875		500	
Bradford	30,185	18,695	1,275	5,777	110	4,303	25
Brevard	21,279	11,555	665	3,450	195	5,325	30
Broward	11,735	7,705	850	2,035	30	1,095	20
Calhoun	6,990	5,525		715		750	
Citrus	8,040	5,145	150	1,970	20	755	
Clay	8,206	5,705	127	1,438	120	806	10
Columbia	12,410	7,620	1,555	1,655	320	1,260	
Dade	44,318	20,623	775	18,270	125	4,500	25
DeSoto	43,895	30,567	594	5,117		7,517	100
Duval	51,579	34,409	8,550	5,419	152	2,974	75
Escambia	35,590	24,125	4,590	4,129	150	2,486	110
Flagler	1,560	1,375		35		150	
Franklin	4,692	3,200	392	550		500	
Gadsden	13,315	6,635	250	4,590	50	1,790	
Hamilton	10,160	7,250		1,510		1,400	
Hernando	8,674	5,585	635	1,240	200	1,014	
Hillsborough	97,192	71,595	5,510	13,497	610	5,940	40
Holmes	10,432	8,885	15	367		1,165	
Jackson	14,525	11,444	850	1,095	51	1,085	
Jefferson	4,110	3,505	160	150		295	
Lafayette	20,070	8,460	80	7,790	15	3,725	
Lake	19,737	9,710	440	5,725	777	2,810	275
Leo	24,439	16,705	550	3,131	50	3,803	
Leon	16,665	12,634	963	1,427	40	1,526	75
Levy	10,883	8,220	435	130	110	1,985	
Liberty	1,637	1,330	10	179		118	
Madison	13,570	9,385	410	1,910	140	1,725	
Manatee	33,660	19,094	1,169	6,070	68	7,249	10
Marion	22,375	10,774	3,923	3,778	1,251	2,450	199
Monroe	8,940	5,140	600	550	50	2,500	100
Nassau	1,545	992	175	298	25	55	
Okaloosa	10,545	4,425	60	4,318		1,742	
Okeechobee	6,391	4,851		575		965	
Orange	22,319	13,836	1,034	1,566	60	5,670	153
Osceola	12,301	8,061	470	2,155	95	1,520	
Palm Beach	27,811	15,800	810	8,435	460	2,271	35
Pasco	12,083	8,450	275	1,588	8	1,762	
Pinellas	45,441	18,900	1,950	15,025	1,500	7,341	725
Polk	54,645	41,400	1,680	9,005	120	2,370	30
Putnam	13,730	5,905	2,075	1,700	125	2,925	1,000
St. Johns	11,191	3,961	1,375	3,050	207	5,45	53
St. Lucie	19,645	10,965	1,000	4,945	85	2,625	25
Santa Rosa	12,601	10,045	335	1,400	115	706	
Seminole	18,140	13,900	2,095	835	220	1,030	60
Sumter	9,606	6,775	515	1,337	88	891	
Suwannee	16,840	11,335	1,705	2,650	640	510	
Taylor	5,254	853	250	2,010		2,141	
Volusia	56,569	38,785	3,867	7,770	995	5,052	100
Wakulla	2,845	1,855	315	340	90	245	
Walton	15,841	12,656	113	2,183	15	874	
Washington	8,243	6,410	465	1,007	111	250	

TABLE XXX—Value of All Public School Property Owned by County Boards and District Trustees.

1917-1918 Counties.	Lots and Buildings, and Total, Including Equipment.					
	Total Including Lots, Build- ings and Equip- ments.	Total of Lots and Buildings	Lots.		Buildings	
			For Whites.	For Negroes.	For Whites.	For Negroes.
In State	\$10,622,357	\$9,564,725	\$1,519,396	\$112,610	\$7,397,422	\$535,297
Alachua	429,116	380,805	66,830	3,105	270,900	39,970
Baker	23,430	16,990	1,145	70	14,650	1,125
Bay	83,200	74,525	9,350	25	65,050	100
Bradford	136,380	106,195	1,100	995	98,950	5,150
Brevard	296,454	185,175	21,875	1,000	157,850	4,450
Broward	132,735	121,000	10,800	900	107,300	2,000
Calhoun	41,805	34,815	2,990	.....	31,825	.....
Citrus	61,740	53,700	5,350	625	45,600	2,125
Clay	54,631	46,425	7,975	450	35,275	2,725
Columbia	83,705	71,295	5,845	515	58,415	6,520
Dade	843,518	799,200	310,100	62,000	476,500	6,400
DeSoto	389,560	345,665	44,905	850	298,435	1,475
Duval	1,461,159	1,409,580	145,095	16,605	1,085,296	162,584
Escambia	256,690	221,100	41,975	6,430	161,975	10,720
Flagler	9,982	8,422	2,100	.....	6,322	.....
Franklin	43,062	38,420	2,800	800	31,820	3,000
Gadsden	90,815	77,500	14,675	800	59,825	2,200
Hamilton	47,290	37,130	4,430	.....	32,700	.....
Herrando	46,314	37,640	2,815	575	32,350	1,900
Hillsborough	1,129,892	1,032,700	147,950	15,200	823,825	45,725
Holmes	63,447	53,015	6,650	150	45,705	510
Jackson	118,395	103,870	7,355	2,675	83,055	10,785
Jefferson	49,885	45,775	10,580	245	33,350	1,600
Lafayette	74,240	54,170	1,660	160	51,250	1,100
Lake	185,342	165,605	17,735	995	138,200	8,675
Lee	207,964	183,525	41,625	450	133,250	3,200
Leon	116,140	99,475	9,082	1,735	74,430	14,228
Levy	78,728	67,845	5,810	270	58,765	3,000
Liberty	14,727	13,090	1,460	100	11,050	480
Madison	85,725	72,155	7,495	1,255	60,055	3,350
Manatee	312,689	279,029	34,062	520	238,447	6,000
Marion	239,505	217,130	23,000	6,360	159,170	28,600
Monroe	147,990	139,050	40,350	8,000	82,700	8,000
Nassau	33,762	32,217	1,392	175	27,860	2,790
Okaloosa	62,205	52,660	3,285	.....	49,375	.....
Okechobee	68,301	61,910	6,275	.....	55,635	.....
Orange	238,264	215,945	36,850	1,500	169,995	7,600
Osceola	94,051	81,750	13,265	760	65,350	2,375
Palm Beach	256,620	228,809	40,600	4,385	152,949	30,875
Pasco	92,363	80,280	5,695	700	72,735	1,150
Pinellas	411,841	366,400	103,550	6,450	234,500	21,900
Polk	453,920	399,275	39,325	2,300	351,350	6,300
Putnam	73,645	59,915	13,415	1,800	37,650	7,050
St. Johns	153,281	142,090	32,230	2,960	99,700	7,200
St. Lucie	188,495	168,850	19,950	1,350	141,800	5,750
Santa Rosa	83,959	71,358	10,765	290	59,603	700
Seminole	124,772	106,632	16,900	3,875	69,750	16,125
Sumter	76,096	66,490	6,275	515	57,800	1,900
Suwannee	127,635	110,795	6,915	680	97,200	6,000
Taylor	56,539	51,285	3,260	50	47,175	800
Volusia	547,929	491,360	85,025	5,585	378,800	21,950
Wakulla	17,075	14,230	810	185	10,435	2,800
Walton	125,806	109,965	13,160	700	95,020	1,085
Washington	73,718	65,475	3,485	290	58,450	3,250

CHAPTER V

HIGH SCHOOLS.

This Chapter consists largely of the report of Prof. W. S. Cawthon, of the Educational Department of the State University at Gainesville, High School Inspector.

That it may be definitely known what it takes to make a school a "High School," the gist of the regulations of the Commission on Accredited Schools of the Southern States and the regulations of the Florida State Board of Education are here republished.

The following are the more important regulations of the Commission on Accredited Schools of the Southern States:

1. No school shall be accredited which does not require for graduation the completion of a four-year high school course of study.
2. The minimum scholastic attainment of three-fourths of the high school teachers of academic subjects shall be equivalent to graduation from a standard college.
3. The Commission will decline to consider any school whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction.
4. The number of daily periods of class instruction given by a teacher shall not exceed six, and the Commission recommends that five would be better.
5. The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught.
6. And other details which may be had through members of the Commission.

FLORIDA REGULATIONS FOR ACCREDITING HIGH SCHOOL.

These Regulations are based upon Chapter 5206 and the re-enacted Chapter 5382, Laws of Florida, which provide for only two grades of high schools, Junior and Senior; but the Board thought it best to authorize three grades, Junior, Intermediate, and Senior High Schools.

JUNIOR HIGH SCHOOLS.

Regulation 1. No school shall be recognized as a Junior High School which does not meet each of the following requirements:

- 1st. The term shall not be less than 8 months, or 160 days.
- 2nd. The average daily attendance of all pupils shall not be less than 50.
- 3rd. It must have in regular attendance not less than a total of 10 pupils in one or both of the Ninth and Tenth grades, regularly and properly promoted from the grade next below.
- 4th. It must employ not less than a total of 4 teachers, each legally certificated according to the laws of this State, and devoting all of his or her time to teaching in the school.
- 5th. The principal shall hold either a Life State or State Certificate, or a valid First Grade Certificate issued under the laws of this State and, in addition, a Special Certificate covering all the academic branches or subjects, not covered by a First Grade Certificate, embraced in and prescribed in the Standard High School Course of Study for the Ninth and Tenth Grades.
- 6th. At least one capable teacher must devote all of his or her time to teaching the Ninth and Tenth grades, and where there is but one teacher giving full time to these two grades, but one of the Standard Courses of Study must be offered.
- 7th. The average length of recitation periods in the two high school grades shall not be less than 40 minutes.
- 8th. All pupils in high school grades must at all times carry not less than four academic subjects; provided, that some vocational, industrial, or elective study may occupy one recitation period.
- 9th. The building must have not less than four ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.
- 10th. It must have laboratory equipment and a well selected library, each worth not less than \$100.

INTERMEDIATE HIGH SCHOOLS.

Regulation 2. No school shall be recognized as an Intermediate High School which does not meet each of the following requirements:

- 1st. The term shall not be less than 8 months, or 160 days.
- 2nd. The average daily attendance of all pupils shall not be less than 100.
- 3rd. It must have in regular attendance not less than a total of 20 pupils in the Ninth, Tenth and Eleventh grades, 5 of whom must be in the Eleventh grade, all regularly and properly promoted from the next grade below.
- 4th. It must employ not less than two teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the academic branches or subjects each teaches embraced in and prescribed in one of the Standard Courses of Study for the three lowest high school grades.
- 5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a Life State or State certificate, and shall not hear more than four regular recitations a day.

7th. The average length of recitation periods, in all high school grades, shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than seven ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well-selected library of books, each worth not less than \$150.

SENIOR HIGH SCHOOLS.

Regulation 3. No school shall be recognized as a Senior High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 150.

3rd. It must have in regular attendance not less than a total of 30 pupils in the four high school grades, not less than a total of 10 pupils in the two highest grades, all regularly and properly promoted from the grade next below.

4th. It must employ not less than three teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the specific academic branches or subjects each teaches, embraced in and prescribed in one of the Standard Courses of Study.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a Life State or State Certificate, and shall not hear more than three regular recitations a day.

7th. The average length of recitation periods in all high school grades shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than eight ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than \$200.

GENERAL.

Regulation 4. The State Board construes the legal meaning of the word teacher to be one legally licensed according to the certification laws of this State, regularly elected and contracted with by a County Board of Public Instruction, devoting his or her entire time to school work, and paid for services directly by warrant of the County Board of Public Instruction.

Regulation 5. The Standard Course of Study, or its equivalent with such modifications or additions by local school authorities as may be submitted to and approved by the State Board of Education, is the minimum requirements for graduation from any grade of high school.

SUGGESTED REGULATIONS.

Regulation 6. It is urgently recommended that the final annual examinations of all high school grades, after the school year 1914-15, be uniform throughout the State upon questions submitted by the State Inspector of High Schools, and that promotions and graduations be partly based upon these examinations.

Regulation 7. It is further recommended that all high school diplomas for the different Courses of Study and grades be uniform for that course or grade, be furnished by the State, and be signed by the Governor, the State Superintendent of Public Instruction, the Inspector of High Schools, one or all, and local school authorities.

Regulation 8. All past Regulations relating to high schools, adopted by the State Board of Education and in conflict with these eight Regulations, are hereby annulled.

The above were amended and re-adopted by the State Board of Education, March 5, 1915.

Attest.

STATE BOARD OF EDUCATION.

W. N. SHEATS,

Secretary and State Superintendent of Public Instruction.

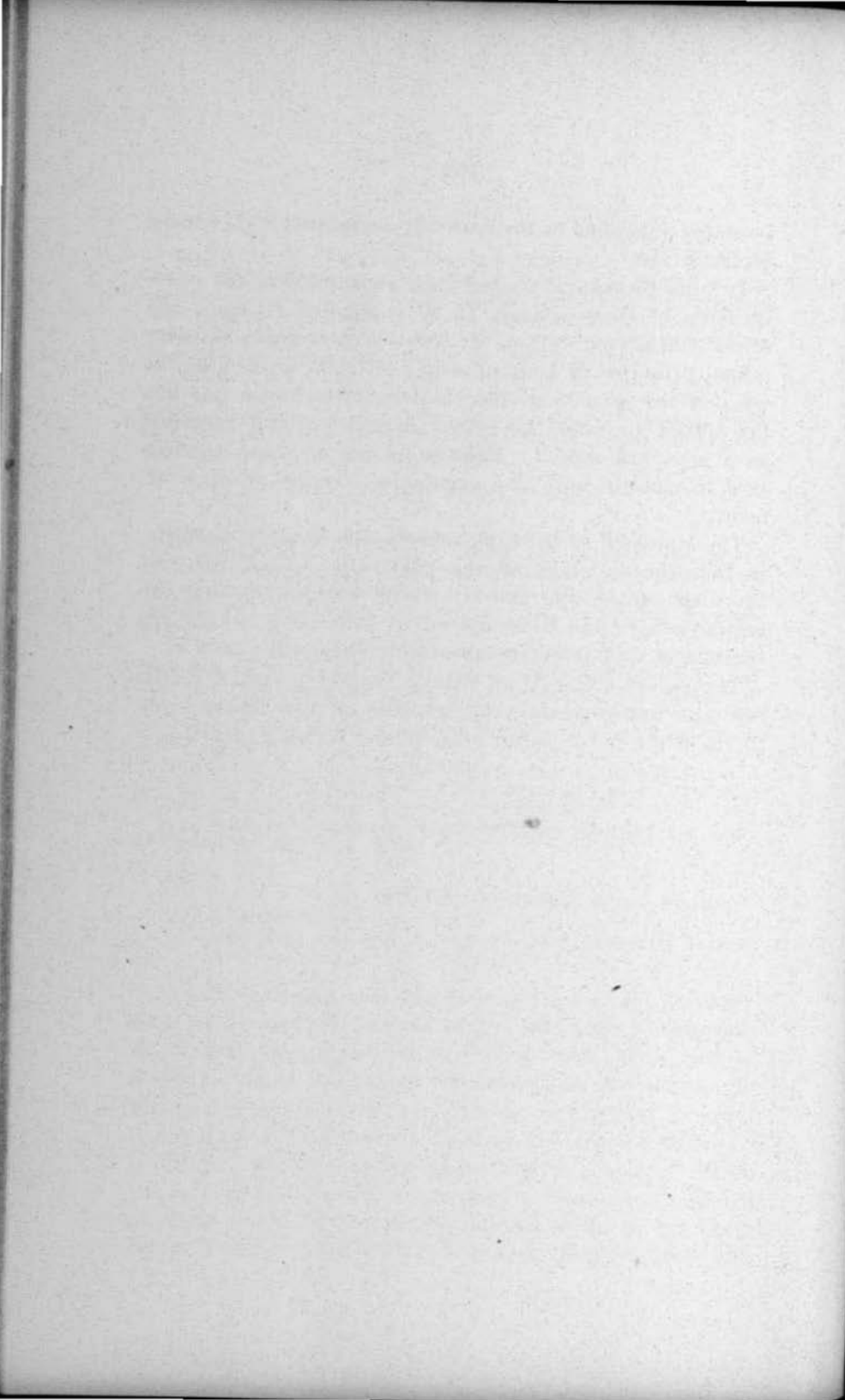
It will be noted that the Regulations of the Commission on Accredited Schools of the Southern States vary in several important requirements from the laws of Florida. It is incumbent, therefore, on the schools in Florida to comply with the Florida regulations in every particular if it is desired to have the schools fully accredited. Merely naming or calling a school a "High School" will not suffice, the regulations—each and all of them—must be met and complied with, or no State recognition can be given a school as a "High School" and

its name published in the roster of accredited high schools of the State.

It is no pleasant duty for those charged with the classification of these schools to be compelled to deny any school full accreditation. It is the earnest desire of every school principal or body of school officials, as well as the wish of the parents of the children attending a particular school to have the school accredited and recorded as a standard school. Failure in one or more particulars to comply with the regulations brings disappointment.

The standard of the high schools throughout the State, in fact the standard of any particular school, can not be raised unless the law is strictly adhered to, and the regulations of the State Board of Education, which are reasonable and just, are absolutely enforced.

The report of the High School Inspector speaks for itself and indicates that the tendency of the high schools in the State is for better schools and better education.



LETTER OF TRANSMITTAL.

Gainesville, Fla., November 8, 1918.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

I have the honor to submit herewith my report as State High School Inspector for the two years ending June 30th, 1918.

Respectfully submitted,
W. S. CAWTHON,
State High School Inspector.

LETTER OF THE SECRETARY

TO THE HONORABLE MEMBERS OF THE HOUSE OF REPRESENTATIVES

IN RESPONSE TO A RESOLUTION PASSED BY THE HOUSE
ON JANUARY 10, 1890

ALBANY, N. Y., JANUARY 10, 1890

WILLIAM L. GORHAM, SECRETARY

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SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.

(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Alachua.	Alachua.	E. R. Simmons.	M. M. Bryant.	H. L. Watkins.
	Archer.		Miss Mattie Hancock.	J. H. Wardroper.
	Gainesville.		F. W. Buchholz.	F. W. Buchholz.
	Hawthorne.		Miss Pearl Bellamy.	Miss Pearl Bellamy.
	High Springs.		C. N. Carnes.	C. N. Carnes.
	Micanopy.		H. H. Smith.	Miss Naoma Hill.
	Newberry.		J. H. Wardroper.	J. G. Malphurs.
	Trenton.		J. N. Overhultz.	J. N. Overhultz.
	Waldo.		C. G. Campbell.	C. G. Campbell.
Baker.	Macclenny.	J. D. Dugger.	B. J. Padgett.	B. J. Padgett.
Bay.	Lynn Haven.	A. M. Douglass.	Christian McDonald.	Ruth Sumner
	Millville.		Alice Strickland.	R. L. Hosford.
	Panama City.		Mrs. J. R. Clyde.	B. B. Lane.
	St. Andrews.		R. L. Hosford.	P. L. Yon.
Bradford.	Lake Butler.	E. R. Poppell.	S. A. Draper.	S. A. Draper.
	Lawtey.		R. H. Terry.	L. L. Blackburn.
	Raiford.		E. M. Knight.	J. A. J. Pinholster.
	Starke.		S. S. Dowling.	S. S. Dowling.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Brevard.	Cocoa.	S. J. Overstreet.	R. L. French	R. L. French.
	Eau Gallie.		L. L. Blackburn.	J. M. Sylrett.
Broward.	Meibourne.	J. M. Holding.	W. W. Gay.	W. W. Gay.
	Titusville.		T. J. Poppell.	T. J. Poppell.
Calhoun.	Dania.	J. F. Duránam.	R. A. Perry.	E. F. Fender.
	Ft. Lauderdale.		H. C. Gillespie.	E. Bratzel.
Citrus.	Pompano.		No High School Work.	T. J. Clyatt.
	Altha.	H. J. Dame.	J. P. McCall.	J. P. McCall.
	Blountstown.		Miss Eppes Jones.	J. T. Hathaway.
	Port St. Joe.		C. A. Anderson.	J. S. Calhoun.
	Crystal River.		H. J. Mixson.	T. E. McCall.
	Floral City.		J. D. McFerron.	J. D. McFerron.
	Hernando.		H. C. Harper.	C. A. Smith.
	Holder		Miss Laura Whitelaw	.....
	Homosassa.		G. W. Lee.	O. V. Covington.
	Inverness.		G. H. Williams.	G. H. Williams.
	Lecanto.		J. W. Hogan.	.....

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).

(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Clay.	Green Cove Springs	G. J. North	T. J. McBeath.	T. J. McBeath.
	Middleburg.		R. J. McPherson.	R. J. McPherson.
Columbia.	Fort White.	James R. Lites.	W. B. Feagle.	J. H. Owen.
	Lake City.		A. B. Connor.	A. B. Connor.
	Watertown.		R. G. Pitman.	R. G. Pitman.
Dade.	Homestead.	R. E. Hall.	Chas. M. Fisher.	Chas. M. Fisher.
	Larkins.		Mrs. C. M. Baldwin.	Mrs. C. M. Baldwin.
	Lemon City.		A. E. Dewar.	A. C. Alleshouse.
	Miami.		John H. Workman.	John H. Workman.
	Ojus.		R. F. Howell.	J. M. Crist.
	Redlands Farm Life		J. W. Asbury.	J. W. Asbury.
	Arch Creek.		J. M. Crist.	T. J. Faust.
	Cocoanut Grove.		A. L. Isaac.	A. L. Isaac.
DeSoto.	Arcadia.	P. G. Shaver.	G. M. Lynch.	G. M. Lynch.
	Avon Park.		A. J. Gross.	R. S. Haltiwanger.
	Bowling Green.		J. A. Granberry.	A. J. Gross.
	Fort Ogden.		M. G. Donaldson.	C. H. Smith.
	Gardner.		.....	J. S. Cordell.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).

(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

School.	County.	County Supt.	Principals.	
			1916-17.	1917-18.
DeSoto—Continued	Nocatee.		B. H. Gault.	Glenn Sumner.
	Oak Grove.		.....	T. W. Graham.
	Popash.		.....	Wyatt A. Byrd.
	Punta Gorda.		W. E. Bell.	W. E. Bell.
	Sebring.		Chas. E. Bickley.	Chas. E. Bickley.
	Venus.		Ira York.	C. Sowell.
	Wauchula.		D. B. Shaver.	D. B. Shaver.
Duval.	Jacksonville.	F. A. Hathaway.	R. B. Rutherford.	R. B. Rutherford.
Escambia.	Bluff Springs.	A. S. Edwards.	O. L. Johnson.	Miss Maggie Robertson.
	Brent.		Miss Maggie Ray.	Miss Ruth Whitelaw.
	Century.		D. M. Whetstone.	M. R. Hinson.
	Ferry Pass.		A. M. Singletary.	(Vacant.)
	Gonzalez.		O. D. Albritton.	O. D. Albritton.
	Muscogee.		Miss Sue Yent.	Miss Maggie Taulbee.
	Pensacola.		Ross Rogers.	Ross Rogers.
Flagler.	Bunnell.	B. F. Buchanan.	(At this time was in St. Johns County).	Lafayette Golden.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Franklin.	Apalachicola. Carrabelle.	A. A. Core.	Mrs. F. N. Clayton. J. H. Owens.	Mrs. F. N. Clayton. J. E. Beck.
Gadsden.	Chattahoochee. Concord. Greensboro. Gretna. Havana. Quincy.	C. H. Gray.	Miss Annie Morgan. Ira L. Gunson. W. B. Bishop. R. L. Lovell. Miss Jimmie McDavid. E. W. McMullen.	Miss Lucile Weaver. R. L. Lovell. E. M. Knight. Miss Rena Story. Miss Jimmie McDavid. Thos. Hemenway.
Hamilton.	Jasper. Jennings. White Springs.	J. A. Jackson.	J. M. Guilliams. Jno. W. Gideons. C. A. Brooks.	J. M. Guilliams. A. A. Price. R. R. Riley.
Hernando.	Brooksville. Spring Lake.	W. O. Lemasters.	I. T. Pearson. W. H. Winslow	P. H. Hensley, Jr. J. E. Gideons.
Hillsborough.	Plant City. In Tampa— George Washington, Jr., High.	J. E. Knight.	S. L. Woodward. D. N. Cook.	S. L. Woodward. D. N. Cook.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Hillsborough—Cont.	Hillsborough Senior High.		E. L. Robinson.	E. L. Robinson.
	Woodrow Wilson, Jr., High.		R. M. Ray.	R. M. Ray.
Holmes.		M. R. Robinson.	E. D. Durell.	R. H. Terry.
	Bonifay.		W. C. Wooldridge.	P. G. Adams.
	Westville.			
Jackson.		M. O. King.	M. M. Morgan.	Brown Pope.
	Graceville.		.....	J. Theo. Phelps.
	Greenwood.		W. N. Henderson.	W. N. Henderson.
	Marianna.		.....	H. C. Harper.
	Sneads.			
Jefferson.		S. H. Taylor.	Miss Eva Bellinger.	Miss Eva Bellinger.
	Aucilla.		A. L. Covert.	A. L. Covert.
	Monticello.			
Lafayette.		J. Homer Kelly.	Miss Bertha Hodge.	L. F. Townsend.
	Alton.		T. P. Maynard.	J. H. George.
	Mayo.		(None).	Miss Mary Blitch.
	Old Town.			
Lake.		W. T. Kennedy.		
	Altoona.		A. E. May.	Miss Ruth Hollinger.
	Clermont.		L. E. Shele.	D. H. Moore.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Lake.—Continued.	Eustis. Groveland. Lady Lake. Leesburg. Mascotte. Montverde. Mount Dora. Sorrento. Tavares. Umatilla.		R. B. Bowers. N. A. Swanson. Miss Ida Jackson. F. D. Graves. Miss Mary Westfall. H. P. Carpenter. W. C. Sloan. Miss Lizzie Norton. T. B. Kirk. W. C. Finney.	I. T. Pearson. J. L. Johns. Miss Mary Westfall. J. H. Fulks. Miss Mae Whitley. H. P. Carpenter. Wm. Koehler. E. H. Crain. Miss Scoville. W. C. Finney.
Lee.	Alva. Boca Grande. Fort Myers. Labelle.	Jos. W. Sherrill.	U. P. Davis. U. S. Whitaker. R. M. Sealey. P. C. O'Haver.	U. P. Davis. U. S. Whitaker. Chas. W. Crumly. P. C. O'Haver.
Leon.	Chaires. Tallahassee. Woodville.	F. S. Hartsfield.	H. P. Woodberry. B. B. Lane. Peyton Yon.	H. P. Woodberry. R. M. Sealey. Mrs. L. S. Barber.
Levy.	Bronson. Cedar Key.	W. F. Osteen.	Miss Irene Brewer. Mr. Hill.	Miss Irene Brewer. Mr. Hill.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Levy—Continued.	Montbrook. Morrison. Williston.		 W. F. Osteen. Edw. L. Beeson.	Mrs. R. W. Henry. Miss Amy Balnes.
Liberty.	Bristol.	R. E. Turner.	.....	.....
Madison.	Greenville. Lee. Madison. Pinetta. Sirmons.	G. W. Tedder.	A. D. Reams. W. D. Gray. W. B. Cate. A. R. Morrow. W. H. Neel.	A. R. Morrow. E. A. Clayton. W. B. Cate. W. P. Dill. E. A. May.
Manatee.	Bradentown. Palmetto. Sarasota. Terra Ceta.	B. D. Gullett.	W. E. Sawyer. R. M. Dorsey. T. W. Yarbrough.	W. E. Sawyer. R. M. Dorsey. T. W. Yarbrough. Miss Jessie Miller.
Marion.	Anthony. Bellevue. Buck Pond. Citra.	J. H. Brinson.	H. G. Shealey. A. E. Asaworth. Eula M. Goldsby. J. M. Feagle.	Jocie Parrish. A. E. Ashworth. Clarine A. Williams. H. G. Shealey.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Marion.	Dunellon.	Virgil S. Lowe.	C. F. Morrison.	J. M. Feagle.
	Fairfield.		A. J. Godwin.	Mrs. R. F. Proctor.
	Fellowship.		T. J. Cylatt.	Miss Mary Nash.
	Fort McCoy.		E. A. Clayton.	Miss Ida Vause.
	Griner Farm.		E. H. Miller.	B. D. Adams.
	McIntosh.		H. C. Bennett.	H. C. Bennett.
	Ocala.		W. H. Cassels.	W. H. Cassels.
	Pedro.		J. J. Beard.	J. W. Sparkman.
	Reddick.		A. C. Maddox.	Mrs. E. M. Wilson.
	Sniloh.		Abbie Stokes.	Nora Creekmore.
	Sparr.		G. C. Flanders.	Frances Ramsey.
	Summerfield.		L. W. Higgs.	Elizabeth Mizelle.
Monroe.	Weirsdale.	L. L. Owens.	Nellie Clyburn.	Nellie Clyburn.
	Key West.		Glenn E. McKay.	Glenn E. McKay.
Nassau.	Callahan.	W. C. Pryor.	R. F. Johnson.	Miss Pace.
	Fernandina.		W. H. Russell.	W. H. Russell.
Okaloosa.	Hilliard.		.....	Chas. E. Abbott.
	Baker.		(None).	W. B. Jernigan.
	Laurel Hill.		J. Lee Smith.	J. Lee Smith.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued.)
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Okeechobee.	Okeechobee.	R. E. Hamrick.	A. L. Parrish.	W. R. Terrell.
Orange.	Apopka.	A. B. Johnson.	W. H. Stephens.	W. H. Stephens.
	Barton Lake.		Cecil Ramsdell.	(None).
	Beulah.		R. W. Ervin.	(None).
	Christmas.		(None).	W. T. Howard.
	Clarcona.		(None).	Edith Corton.
	Conway.		(None).	J. H. Kellar.
	Little Creek.		(None).	Mrs. J. W. Luke.
	Lockhart.		Mary Nash.	S. H. Anderson.
	Maitland.		(None).	Mrs. D. C. Wheeler.
	Oakland-Winter Garden.		J. S. Kirton.	J. S. Kirton.
	Ocoee.		C. A. Nixon.	C. A. Nixon.
	Orlando.		J. W. Simmons.	J. W. Simmons.
	Pine Castle.		H. L. Funk.	T. D. Taylor.
	Reedy Creek.		(None).	Louise Caapman.
	Taft.		(None).	J. W. Langley.
	Winter Park.		J. A. Osteen.	M. J. Okerlund.
	Zellwood.		A. C. Allen.	A. C. Allen.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF
COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued.)
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Osceola.	Kissimmee. Lakosee. St. Cloud.	C. E. Yowell.	R. M. Evans. J. E. Williams. R. R. Riley.	R. M. Evans. (None). N. H. Bullard.
Palm Beach.	Boynton. Delray. Jupiter. Ritta. Stuart. West Palm Beach	G. I. Metcalf.	R. P. Terry. Lafayette Golden. R. R. Hodges. J. E. Beardsley. Joe Youngblood. I. I. Himes.	Chas. M. Hampson. J. E. McKean. L. L. Riley. (None). Joe Youngblood. B. H. Gault.
Pasco.	Dade City. Zephyrhills. Blanton.	J. W. Sanders.	R. W. Van Brunt. M. J. Okerlund. C. H. Martin.	R. W. Van Brunt. Walter Roberts. C. H. Martin.
Pinellas.	Clearwater. Largo. Tarpon Springs. St. Petersburg. Safety Harbor.	Dixie M. Hollins.	J. I. Reece. L. R. Highfill. H. O. Portz. Geo. N. Sleight. O. W. Grafmiller.	J. I. Reece. L. R. Highfill. J. A. Johnston. Geo. N. Sleight. O. W. Grafmiller.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued.)
(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Polk.	Bartow. Fort Meade. Frostproof. Lakeland. Mulberry. Winter Haven.	W. L. Clifton.	L. E. Bennett. J. V. Chapman. W. O. Smith. Chas. M. Jones. Carl S. Cox. C. E. Kensinger.	L. E. Bennett. J. V. Chapman. W. O. Smith. Chas. M. Jones. Carl S. Cox. C. E. Kensinger.
Putnam.	Bostwick. Crescent City. Florahome. Palatka. Peniel. San Mateo.	C. H. Price.	C. E. Perry, Jr. John S. Wheatley. G. D. Pinholster. M. P. Geiger. E. E. Hamilton. Maye Boyd.	C. E. Perry, Jr., John S. Wheatley. G. D. Pinholster. M. P. Geiger. E. E. Hamilton. Maye Boyd.
St. Johns.	Bunnell. Hastings. St. Augustine.	D. D. Corbett.	M. S. Hayes. H. S. Bowden. W. E. Knibloe.	(See Flagler County). Wesley Smith. W. E. Knibloe.
St. Lucie.	Fellsmere. Fort Pierce. Jensen. Okeechobee.	J. W. Hodge.	A. A. Price. Inga Olla Helseth. Howard D. Stevens. A. L. Parrish.	J. C. Nixon. A. D. Kean. (None). (See Okeechobee County)

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued.)

(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
St. Lucie—Cont.	Sebastian. Vero. Wabasso.	J. D. Smith, Jr.	W. R. Terrell. H. C. Roland. S. L. Scruggs.	Miss Virgie Bryan. S. W. McInnis. (None).
Santa Rosa.	Jay. Milton. Munson.		J. T. Hathaway. A. D. Kean. L. R. Moore.	W. B. Bishop. M. M. Bryant. Margaret Kennon.
Seminole.	Geneva. Longwood. Oviedo. Sanford.	T. W. Lawton.	J. M. Chaffer. Mrs. C. L. Polk. A. L. Hatch. B. F. Ezell.	J. M. Chaffer. Mrs. C. L. Polk. A. L. Hatch. J. F. McKinnon.
Sumter.	Bushnell. Center Hill. Coleman. Oxford. Webster. Wildwood.	G. H. Tompkins.	L. B. Winslow. — — Benton. A. R. Russ. H. B. Fletcher. P. W. Corr. T. E. McCall.	P. W. Corr. (None). F. G. Russ. H. B. Fletcher. G. W. Walker. Mattie Hancock.
Suwannee.	Branford. Live Oak.	J. W. O'Hara.	O. L. Ellis. R. S. Blanton.	R. A. Green.

SCHOOLS IN WHICH SOME HIGH SCHOOL WORK WAS DONE IN 1916-17 AND IN 1917-18, NAME OF COUNTY, SCHOOL, COUNTY SUPERINTENDENT AND PRINCIPAL.—(Continued).

(A LARGE NUMBER OF THESE SCHOOLS WERE NOT ACCREDITED)

County.	School.	County Supt.	Principals.	
			1916-17.	1917-18.
Taylor.	Perry.	F. S. Jackson.	A. E. Riley.	A. E. Riley.
Volusia.	Daytona. DeLand. Lake Helen. New Smyrna. Ormond. Pierson. Seville.	C. R. M. Sheppard.	H. Clay Marks. Mrs. M. Barron. R. D. Altman. Geo. Marks. J. H. Selden. Mrs. Eugenia Fair.	H. Clay Marks. B. F. Ezell. S. A. Merchant. Geo. Marks. (None). Mrs. Eugenia Fair. H. P. Chambers.
Wakulla.	Crawfordville. Ivan. Medart. Sopchoppy.	C. K. Allen.	Geo. Q. Holland. Mrs. Annie Davis. D. R. Glenn. F. S. Thomas.	Mrs. Jennie Alligood. L. L. Pararo. D. R. Glenn. Bret Hart.
Walton.	DeFuniak Springs. Freeport. Glendale.	J. J. Kennedy.	J. F. Hatcher. J. A. McKinnon. O. R. Hewitt.	J. F. Hatcher. L. N. Blount. (None).
Washington.	Chipley. Vernon.	J. H. Varnum.	C. H. Smith. (None).	S. V. Wall. J. T. Hightower.

FACTS FROM PRECEDING TABLES.

	1916-17.	1917-18
Approximate Number of Schools 'n which High Subjects were taught	224	228

Changes in Principalships known to have been made in 1917.... 147

ADDED HIGH SCHOOL WORK IN 1917-18.

COUNTY.	SCHOOL
Broward	Pompano
DeSoto	Gardner
DeSoto	Oak Grove
DeSoto	Popash
Jackson	Greenwood
Jackson	Sneads
Lafayette	Old Town
Levy	Montbrook
Okaloosa	Baker
Orange	Christmas
Orange	Clarcona
Orange	Conway
Orange	Little Creek
Orange	Maitland
Orange	Reedy Creek
Orange	Taft
Washington	Vernon

DROPPED HIGH SCHOOL WORK IN 1917-18.

COUNTY	SCHOOL
Citrus	Holder
Citrus	Lecanto
Escambia	Ferry Pass
Orange	Barton Lake
Orange	Beulah
Osceola	Lakosee
Palm Beach	Ritta
St. Lucie	Jensen
St. Lucie	Wabasso
Sumter	Center Hill
Suwannee	Branford
Volusia	Ormond
Walton	Glendale

SUMMARY OF HIGH SCHOOL STATISTICS FOR THE TWO YEARS
1916-17 AND 1917-18.

SCHOOLS		1916-17.	1917-18.
Number of Schools of the Senior Type		40	48
Number of Schools of the Intermediate Type.....		21	20
Number of Schools of the Irregular Type		25	26
Number of Schools of the Junior Type			

TEACHERS			
	Men	185	173
Number of teachers employed	Women ...	248	324
Number of teachers who are college graduates ..		307	308
Per cent of teachers who are college graduates ...		70	61

ENROLLMENT			
In Schools of Senior Type:			
First Year		1868	2312
Second Year		1213	1700
Third Year		818	1136
Fourth Year		701	836
In Schools of Intermediate Type:			
First Year		288	206
Second Year		186	164
Third Year		102	139
Fourth Year		85	72
In Schools of Irregular Type:			
First Year		310	
Second Year		184	
Third Year		94	
Fourth Year		35	
In Schools of the Junior Type:			
First Year		204	
Second Year		95	

VALUE OF PLANT AND COST OF MAINTAINANCE.

	1916-17.	1917-18.
Total Amount Expended for High Schools..\$	396,919.10	\$ 447,334.00
Approximate Total Value of High School Property	3,149,077.00	3,405,075.00
Total Value of Libraries	20,625.00	36,498.00
Total Value of Laboratories	87,805.00	101,165.00

IN SCHOOLS OF THE SENIOR TYPE

Total of Salaries Paid Principals.....\$	64,085.00	\$ 76,975.00
Average Salary of Principals	1,686.00	1,425.00
Total of Salaries Paid First Assistants	35,185.00	44,630.00
Average Salary Paid First Assistants	925.00	929.00
Average Salary of all Assistants	746.00	750.00

IN SCHOOLS OF THE INTERMEDIATE TYPE

Total of Salaries Paid Principals.....\$	22,267.50	\$ 23,922.50
Average Salary of Principals	1,171.97	1,196.12
Total of Salaries Paid First Assistants ...	12,155.00	14,035.00
Average Salary Paid First Assistants	675.00	699.00
Average Salary of all Assistants	616.00	641.00

IN SCHOOLS OF THE JUNIOR TYPE

Total of Salaries Paid Principals	\$ 18,405.00	\$ 9,175.00
Average Salary of Principals	876.00	917.50
Total of Salaries Paid First Assistants.....	1,600.00	
Average Salary Paid First Assistants	533.00	
Average Salary of all Assistants	506.00	

IN SCHOOLS OF THE IRREGULAR TYPE

Total of Salaries Paid Principals	\$ 25,925.00	\$ 18,525.00
Average Salary Paid Principals.....	1,085.00	1,089.00
Total of Salaries Paid First Assistants	14,175.00	9,725.00
Average Salary Paid First Assistants	590.00	607.00
Average Salary of all Assistants	558.00	592.00

Expended for new School Buildings during past biennium... \$738,900.00

HIGH SCHOOL GRADUATION AND COLLEGE ENTRANCE.

1. Number graduating in 1917
 - (a) From Schools of the Senior Type 529
 - (b) From Schools of the Intermediate Type 41
 - (c) From Schools of Irregular Four-Year Type 41
 - Total
2. Number of High School Graduates Entering College in 1917
 - (a) From Schools of the Senior Type 201
 - (b) From Schools of the Intermediate Type..... 13
 - (c) From Schools of the Irregular Four-Year Type..... 14

HIGH SCHOOL ENROLLMENT BY COUNTIES.

COUNTY.	1916-17	1917-18
Alachua	319	339
Baker	8	...
Bay	59	43
Bradford	43	95
Brevard	101	96
Broward	93	96
Calhoun	40	16
Citrus	61	57
Clay	30	30
Columbia	94	86
Dade	442	444
DeSoto	437	380
Duval	745	790
Escambia	350	389
Flagler	5	10
Franklin	44	62
Gadsden	141	192
Hamilton	77	80
Hernando	57	64
Hillsborough	1,016	1,061
Holmes	35	40
Jackson	36	99
Jefferson	71	69
Lafayette	28	30
Lake	250	206
Lee	118	126
Leon	142	138
Levy	41	48
Liberty	...	...
Madison	177	136
Manatee	348	319
Marion	269	223
Monroe	73	101
Nassau	23	31
Okaloosa	...	...
Okeechobee	...	14
Orange	207	207
Osceola	132	153
Palm Beach	146	187
Pasco	109	93
Pinellas	540	719
Polk	432	602
Putnam	94	72
St. Johns	144	...
St. Lucie	135	162
Santa Rosa	54	45
Seminole	159	159
Sumter	63	12
Suwannee	84	81
Taylor	34	35
Volusia	283	382
Wakulla	...	...
Walton	83	113
Washington	69	60

NUMBER OF PUPILS IN EACH SUBJECT FOR THE TWO YEARS.

1916-17 and 1917-18.

SUBJECT.	Senior Type		Intermediate Type		Junior Type		Irregular Type		Totals	
	1916-17.	1917-18.	1916-17.	1917-18.	1916-17.	1917-18.	1916-17.	1917-18.	1916-17.	1917-18.
Grammar	973	1,798	227	219	99	36	253	123	1,552	2,176
Composition	2,733	2,127	409	258	178	55	279	157	3,599	2,597
Rhetoric	1,575	1,489	286	233	62	30	211	99	2,134	1,909
English Literature	1,483	886	112	111	28	...	96	37	1,719	1,034
American Literature	1,090	1,024	79	112	...	...	48	53	1,217	1,189
Advanced Arithmetic	245	295	88	64	13	...	34	6	392	365
Algebra	2,636	3,302	448	431	212	78	426	242	3,722	4,053
Plane Geometry	1,274	1,230	129	140	47	13	105	81	1,555	1,464
Solid Geometry	312	279	23	44	...	...	29	31	364	354
Plane Trigonometry	340	315	35	63	2	...	43	25	420	403
American History	674	663	107	136	4	...	26	32	808	831
Ancient History	1,534	1,986	198	259	124	40	205	137	2,059	2,422
Med. and Modern History	890	992	150	167	66	43	86	109	1,192	1,311
English History	360	461	120	85	8	...	72	46	560	592
Civics	510	792	74	121	25	...	88	37	697	950
First Year Latin	1,087	1,322	220	227	104	53	195	153	1,587	1,755
Caesar	669	806	113	130	25	25	90	70	897	1,033
Cicero	227	261	27	23	2	...	36	15	290	299
Virgil	159	188	27	25	...	...	8	12	194	225
German	124	51	28	9	...	...	...	...	152	60

French	268	298	...	9	3	...	...	...	271	307
Spanish	426	325	20	67	9	...	...	...	486	392
Physical Geography	512	508	205	166	118	33	85	135	920	842
Physics	527	549	82	95	...	...	90	38	699	682
Chemistry	470	329	24	69	5	...	9	11	508	409
Botany	287	605	38	71	30	5	17	69	372	750
Biology	389	23	95	...	30	...	65	22	579	45
Zoology	149	494	41	77	30	3	24	59	244	633
Agriculture	40	24	41	32	...	...	9	...	90	56
Mechanical Drawing	206	88	4	27	...	...	...	...	210	115
Manual Training	283	95	4	40	...	...	13	8	300	143
Domestic Science	999	745	11	56	...	...	68	13	1,070	814
General Science	...	819	...	68	...	19	...	106	...	1,012
Miscellaneous	1,931	961	211	22	56	10	93	19	2,291	1,012

CLASSIFICATION OF HIGH SCHOOLS.

In the tables of this report the schools are classified as belonging to (1) the Junior type, (2) the Intermediate type, (3) the Senior type and (4) the Irregular type. The first three of these groups are not intended to be identical with the groups classified by the State Board of Education as "Junior High Schools," "Intermediate High Schools" and "Senior High Schools" respectively. Schools of the Junior type meet the requirements of the State Board in one essential particular, viz: in number of high school teachers. These schools may or may not meet state requirements with respect to length of term, number of teachers in the whole school, buildings, number of pupils, library and laboratory and the certification of high school teachers. Similar statements would apply to schools designated as of the Intermediate and Senior type respectively. Careful distinction should be made between the lists of schools exhibited here and the lists of Junior High Schools, Intermediate High Schools and Senior High Schools as compiled and published by the State Department of Education.

Some differentiation seemed desirable, and since the number of high school teachers is of highest importance, the same is made the basis for distinguishing the groups of schools. To avoid ambiguity, the number of assistants giving full time to high school work is taken as the criterion, and the principal's time as a teacher is excluded. Such is in accordance with the regulations of the State Board of Education. In six of the high schools of the state, the principals have no teaching schedule; in each of the rest the principal teaches one or more classes daily. His duties as an administrator usually take precedence over his duties as a teacher. There are some schools in which two or more teachers divide their time between high school and elementary school classes. In such cases, the total number of high school classes taught by these

teachers was counted, and for every five or six of such classes, a high school teacher was added to the number of assistants giving full time to high school work. Neither this form of organization, nor this way of counting the members of the high school staff is altogether satisfactory, but no better way of doing the latter has presented itself.

Schools designated as of the Irregular type, have usually one assistant, or the equivalent, devoting full time to high school work. The course in these schools is of varying length, but in the majority of them it is four years. The length of the course in the case of each of these schools reporting is indicated in the last column of Table I, page —, entitled "Salaries of Teachers." By proper organization, fair work can be done in a four-year course with the principal and one assistant teaching all classes, but generally speaking, standards are not met in a school of this kind. The total number of recitations per day should not exceed twelve.

All schools of the Intermediate type offer four-year courses, and there seems to be no good reason why they should not do so, provided the number of electives, the number of alternations of subjects and the number of combinations of grades are kept within bounds. The total number of daily recitations should not exceed sixteen—four for the principal and six for each of the assistants.

During the year 1917, seven schools advanced from the Intermediate to the Senior class. These are: Apalachicola, Cocoa, Inverness, Key West, Madison, Marianna and Seabreeze. The High School in DeLand was of the Junior type in 1916-17, but advanced so as to belong to the Senior type in 1917-18. Schools attaining the Intermediate class in 1917-18, are Avon Park, Graceville, Lake Butler, Melbourne and Panama City.

STATISTICS.

It should be noted in reading the statistics, that only those pertaining to the Senior and Intermediate classes, have any semblance of completeness. In the summary of high school enrollments, are included the totals furnished by County Superintendents. If this officer did not give the enrollment for his county, all reports filed by high school principals in the county were consulted, and the totals thus obtained. These, of course, would have been inaccurate, even if all the principals had reported, for their reports would probably not have shown the entire enrollment for the year.

The number of graduates of high schools of the Senior Type, given in the Summary of Statistics, does not include the number graduating from the Duval and Tampa High Schools. Many of the pupils of these schools were not counted in compiling the numbers of pupils in the various studies.

In the tables concerning the number of pupils in each grade, the values of libraries and laboratories, etc., only the totals were furnished in some cases; hence, the sum of the totals exceeds the sums of the separate items. However, it was deemed desirable to give the totals of the separate items as far as possible.

Sometimes the population reported is that of the election precinct instead of that of the town or district.

The annual expenditure for equipment is not usually a fixed amount.

Since the high school and the elementary school are usually housed in the same building, no separate valuation of the high school property can be accurately made.

THE ONE-YEAR AND TWO-YEAR HIGH SCHOOLS
OF FLORIDA.

The small high school enrolls from one to fifteen or twenty pupils, and attempts one or two years of secondary work. While the number of pupils in these schools in our own state is smaller than one might take for granted, the number of schools is quite large, approximately 150. To my mind there is no phase of education more deserving of the attention of administrators, than here represented. I speak advisedly when I say that there is a course of one or two years. It would be more accurate to say that there is no definite course. As long as the pupils present themselves for instruction, the teacher, attempts to provide the same in some fashion. The better the teacher, the longer the pupils remain in school, and the more the high school grades represented; the *poorer* the high school teacher (usually the principal), the more frequently are grades missing. All is indefinite to the pupil. His work may indeed *begin* somewhere, but certainly it ends nowhere. When he enters the 9th grade, there may be pupils in the school doing 10th grade work; but the 9th grade pupil often has no assurance that his educational career will not be terminated at end of the ninth year because of the fact that the teacher cannot give him enough attention to warrant his continuance in school. The pupil that holds out to the end of such a system, or lack of system, and finally makes his way across the portals of a college, does so under many difficulties not encountered by the pupil of a standard high school. He can usually be counted on to make good in college classes if given a chance. These statements are made with reference to this class of schools as a whole and do not apply to a considerable number of creditable exceptions. It is not to the credit of those entrusted with the task of providing equality of opportunity for all children, that many boys and girls must span a chasm,

bridge a gap where none should exist. In a limited way, the State provides for pupils of this class in the Practice High Schools of the Colleges of Education of the University and the College for Women. This work is limited both by the University and the College, by the financial inability of many of the pupils to avail themselves of the opportunities here offered. Means should be provided within comparatively easy reach of the pupil, within his own county, whereby he may complete his high school education. Campaigns should be carried on which would develop larger views among the people; which would result in the abolishment of old districts and the creation of new ones; the building of better roads, and the centralizing of high school work for units of area larger than those now in vogue for work of all grades, and independent of the latter. It is true that many obstacles are to be overcome. Small towns are jealous of each other, the people of neither being willing to send their children to a high school in the other, though the distance can be covered within thirty minutes, and a much better school maintained by such a plan. The fact that the County School Board is willing to pay transportation expenses is no inducement. There is too often an insufficient appreciation of the difference between the facilities and environment requisite for standard work, and those needed for indifferent or poor work.

NUMBER OF YEARS IN COMMON SCHOOL PRESUPPOSED.

The number of years in an elementary school that is presupposed for entrance into a school of the class under consideration, is eight in Florida. In certain other Southern States, the elementary course is seven years. At least one town in our state has shortened its elementary course to seven years, and lengthened its high school year to nine months. This is one of the various methods for

shifting the emphasis from the upper grammar grades to the high school.

AVERAGE LENGTH OF SCHOOL DAY.

Of seventeen one and two-year schools reporting for the year 1916-17, the average length of the school day is $6\frac{1}{5}$ hours, exclusive of recesses, and the two session plan prevails. The average number of hours per week devoted to high school instruction is about $29\frac{1}{5}$. One would ordinarily expect this number to be higher, say forty or more, but there are two reasons why such is not the case:

1. Not all the schools have two high school grades.
2. In a number of the schools the 9th and 10th grade are combined in one or more studies.

LABORATORIES IN SEPARATE ROOMS.

Four of twenty-one schools that report on the subject, have rooms set apart for laboratories. It is noteworthy that several of these schools are located in counties whose officials have attempted to systematize high school education; have attempted to pave the way from the common school to the college. There is much truth in the statement that a system of education begins at the top. We realize the force of the remark by Thomas H. Huxley in his address at the opening of John Hopkins University in 1871: "University education should not be something distinct from elementary education, but should be the natural outgrowth and development of the latter."

The same great scientist elsewhere describes an educational ladder with one end in the gutter and the other in the University. It is a characteristic of such a ladder that the upper rungs can be built and placed in position at the same time with the lower. The construction and placing of the former often furnishes a powerful stimulus

for the building of the latter. When the University of Minnesota was established, the number of high schools of that great commonwealth became ten times as great as before. Since the establishment of a *system* of higher education in our state in 1905, the development of our high schools has been nothing short of marvelous. Similarly, the influence of a strong standard high school, is a power in leveling up the smaller and weaker high schools of the same county or section.

NUMBER OF RECITATIONS WEEKLY.

The number of recitations per week for each pupil is sometimes twenty; it is more often twenty-five. The distribution of the work of teachers shows considerable variation. Four schools report that only a part of the time of one teacher—the principal—is devoted to high school teaching, the eighth grade requiring the remainder of his time. In each of fourteen schools the principal teaches all classes of the ninth and tenth grades and no others; while in five the whole time of the principal and part of the time of one or more assistants is devoted to high school classes. The report from one school shows that the principal and one assistant taught no classes except those in the ninth and tenth grades. There is a little tendency to organize along departmental lines. In the schools of DeLand and Lemon City, the time of no teacher is given to high school work exclusively, but instead several teachers divide the work of the four or five highest grades.

LABORATORY APPARATUS.

Nine of twenty-five reporting have no laboratory apparatus of any kind, and of twenty reporting, only three give the annual expenditure for equipment, the average of such expenditure being \$80.

VALUE OF APPARATUS.

Subject	Number of Schools	Average Value
Agriculture	2	\$ 25.00
Biology	6	70.00
Botany	1	10.00
Chemistry	0	0.00
Commercial	0	0.00
Domestic Science	6	104.00
Manual Training	4	200.00
Physical Geography	6	64.00
Physics	1	30.00

VALUE OF HIGH SCHOOL PROPERTY.

In each of twenty-three schools a value is assigned to the whole school plant, the estimates ranging from \$2,000 to \$25,000, with an average of \$11,800.

MAINTENANCE.

Statistics on the maintenance of these schools are not easily compiled from the data furnished. As there was apparently no uniform interpretation of the questions on the blank sent out, the answers vary. Even if the questions had been thoroughly understood, the fact that the high school is not organized separately accounts for the difficulty experienced in giving information relative to the annual cost of the high school alone.

LIBRARIES.

Twenty-six schools of this class were studied with reference to their library facilities, and the following facts were ascertained:

Number of schools without any library whatever	4
Average number of volumes in seventeen schools..	188
Average value of the libraries in these schools....	\$124.00
Number having libraries value at less than \$100..	4

Seven of the communities in which these schools are located maintain libraries, and in all of these cases except one, the high school makes use of the library.

SCHOOL POPULATION.

Reports from fourteen schools show an average school population of 195, the extremes being 75 and 362.

ENROLLMENT IN THE EIGHTH GRADE.

The total enrollment in the eighth grades of twenty-six schools is 358 with an average of 14. The greatest number reported is 43, and the smallest number 2. Nine schools have fewer than ten pupils in this grade, and five have more than twenty.

HIGH SCHOOL ENROLLMENT.

	Boys	Girls	Both
Grade 9.....	95	144	239
Grade 10.....	68	76	144
Totals.....	163	220	383

It will be noted that the high school and eighth grade enrollments do not differ much.

ENROLLMENT IN GRADES BELOW THE HIGH SCHOOL.

The total enrollment below the high school in twenty-one schools is 3,073, or an average of 146. These enroll-

ments range from 65 to 400. The enrollment in the ninth and tenth grades is a little more than nine per cent of the total number in the schools.

NUMBER OF TEACHERS IN LOWER GRADES.

The average number of teachers for the so-called lower grades in twenty-one schools is five. Two schools have two teachers each, four three teachers, eight four teachers, two five teachers, one seven teachers, one eight, one ten and one eighteen teachers.

GRADUATES.

Twelve schools reporting as to high school graduates show that at the end of the year 1915-16, fifteen boys and twenty-four girls completed the tenth grade work offered, and that during the next year twenty-two boys and twenty-five girls were in the tenth grade. Reports from the same twelve schools show that three boys and nine girls from the tenth grades of 1915-16, are continuing their education in other schools.

TEACHERS.

SALARIES.

The salaries of teachers range from \$520 to \$1,280, the mean salary being \$767, for thirty-five teachers.

EXPERIENCE.

Average total experience of 32 teachers..... $81\frac{1}{8}$ years
Average experience in secondary schools..... 6 years

Seventeen of twenty-six teachers moved last year to the schools from which they reported.

NUMBER OF RECITATIONS DAILY IN HIGH SCHOOLS.

Some teachers have as many as fifteen recitations daily, but the average number, as shown from the reports, is not excessive. If the number of classes taught daily to the eighth grade by high school teachers were reported, it would be seen that these teachers have far too many classes.

SCHOLASTIC ATTAINMENTS OF TEACHERS.

Nine of thirty-five have attended state normal schools, twenty of thirty-five have attended college or university one or more years, thirteen have had two or more years of college experience, thirteen, Bachelors' degrees and one a Masters' degree.

DATA FOR THE YEAR 1917-18.

Very few reports for the year 1917-18 were received from principals of this class of schools; hence, the incompleteness of tables for that year. Not many reports for each of the two years were filed from the same schools; consequently, not many comparisons can be made.

A rigid enforcement of the new high school certificate law would probably cause a much needed decrease in the number of little schools whose principals are attempting to teach without legal right certain ninth and tenth grade subjects to five or six children, devoting the major part of their time thereto, while the two or three assistants in each school are overworked in their attempts to give efficient instruction to one hundred or more children below the high school. A visit to one school revealed the fact that the principal, a \$100 man, was devoting almost his entire time to the teaching of two pupils, who constituted the entire high school. Instruction under such

conditions 'comes high,' and the public should see to it that the teacher demonstrates before the Examining Board and in the class room, his right to be a party to the monopolizing, by so few, of his time. Certainly the high school children are entitled to consideration. They deserve much credit for their efforts to continue their education beyond the elementary stage. By consolidation and transportation these children would receive the benefits of a better school.

SALARIES OF TEACHERS AND SUPERINTENDENTS.

In the case of schools or systems of schools in which there is an individual designated as "City Superintendent of Schools" and also one known as "the High School Principal," only the salary of the latter is given. Consequently, if the Principal for 1916-17 was promoted to the City Superintendency for 1917-18, the tables will show an apparent decrease in the salary of the principal, although each of the two received more money in 1917-18 than he did in 1916-17.

In several cases, the salary of the high school principal, supervising principal or "City Superintendent" is equal to or exceeds that of the County Superintendent, although the latter under our system is held responsible for the supervision of all the schools of the county. It would appear that the head of any system of schools should be worth more than any individual working under his direction. Any county superintendency should pay more than any principalship in that county; if the person holding the office of county superintendent is not *worth* more than any principal in the county, then some means should be found by which he could be replaced by an educator who *is* worth more. If this cannot be done, another remedy for the present unsatisfactory state of things is hereby proposed. Whenever the population of a town

reaches, say, 5,000 or more, and twenty-five or more teachers are needed there, then the county superintendent should be relieved of the supervision of the schools of that town or district. The writer is of the opinion that the state superintendency should pay a larger salary than any county superintendency.

In the tables of this report, the salary of the highest paid assistant is given as that of the first assistant. In computing the average salary of all assistants the salaries of those who taught special subjects in the high school for only a small part of their time is not counted; but such are added in finding the total of the salary for the whole faculty. In finding the average salaries of assistants, fractions were dropped.

ATHLETICS.

At the Arcadia meeting of the Florida Educational Association held in December, 1916, a movement was begun looking to the organization of a State Athletic Association. It was agreed that all correspondence incident to the work should be conducted by the office of the Professor of Secondary Education, in the State University, and he was made Chairman of a Committee on Constitution and Rules.

On December 28th, 1917, at a Conference of High School principals and teachers, held at Daytona on the occasion of the annual meeting of the Florida Educational Association, the work of organizing an association, begun a year before, was continued. A Constitution and Rules found satisfactory in another state, and distributed among the principals of our larger high schools during the spring of 1917, was adopted with such modifications as our peculiar conditions seemed to demand. A great deal of interest in clean amateur athletics was manifested at this meeting. There was one matter especially, for which it seemed desirable to make satis-

factory provisions, namely, the question of the state championship for any season, in baseball, football, basketball, etc. The need for some duly constituted authority whose duty it would be to determine the championship teams of the state, thereby eliminating the annual bickerings between towns, was realized by all.

The Constitution provides for the division of the state into four districts, vesting the management of affairs in district boards of managers each composed of three members, and in a Central Board of Control composed of one member of each District Board. The districts, by counties, agreed upon are as follows:

FIRST DISTRICT.

Bay, Calhoun, Escambia, Franklin, Gadsden, Holmes, Jackson, Leon, Liberty, Okaloosa, Santa Rosa, Wakulla, Walton and Washington.

SECOND DISTRICT.

Alachua, Baker, Bradford, Clay, Columbia, Duval, Flagler, Hamilton, Jefferson, Lafayette, Levy, Madison, Nassau, Putnam, St. Johns, Suwannee and Taylor.

THIRD DISTRICT.

Citrus, DeSoto, Hernando, Hillsboro, Lake, Lee, Manatee, Marion, Orange, Osceola, Pasco, Pinellas, Polk, Seminole and Sumter.

FOURTH DISTRICT.

Brevard, Broward, Dade, Monroe, Okeechobee, Palm Beach, St. Lucie and Volusia.

As the organization is still incomplete, it is too early to predict the effect of its workings upon the high school athletic situation.

Under the influence of the announced policy of the United States Government with reference to intercollegiate games among members of the Students' Army Training Corps, it is probable that there will be fewer

inter-scholastic games this year than in former years. The expense of such games, both in time and money, will receive more consideration than ever before. The high railroad fare and the great distances to be traveled in many cases, will operate to keep athletic teams at home. Such a result will doubtless not be without compensation; more pupils will participate in these healthful outdoor sports than before, and boys and girls will find incentive for physical development other than the fact that they may be good material to help defeat the team of another school. In order to have a game at home, perhaps the individual that really needs to be built up physically, will receive the attention of those who desire to organize two or more teams within a school.

The Third Annual Track Meet and Declamation Contest held at the University April 6th and 7th, 1917, was a success. The Daytona High School carried off the honors in declamation, while the highest score in the track events was made by the team from Ft. Lauderdale. Previous records were broken in the high jump, the broad jump, the shot put, the low hurdle and the mile race. The number of entries was large, the attendance good and the management excellent.

At the Fourth Meet, April 12th-13th, 1918, there were almost one hundred contestants, and the number of paid admissions at the field was seven hundred. The prize for the best essay was awarded a pupil from Inverness, while the best declamation was rendered by a pupil from Duval High School.

The schools represented, together with the number of points won by the team from each are given below:

Duval High School.....	48½
Orlando High School.....	26
Daytona	20
Inverness	18
Tampa	11
Brooksville	8

Eustis	6
Plant City	4
Gainesville	3½
Leesburg	3
Tavares	1

On Saturday evening, April 13th, following the contests, a banquet was tendered visitors at the University Commons.

The Annual Track Meet should be encouraged in every possible way, for it serves as a connecting link between the high schools and the State University.

TEACHER TRAINING DEPARTMENTS IN HIGH SCHOOLS.

As a whole, these departments thus far, have not met the expectations of those who saw in them great possibilities for the improvement of the teaching in the elementary schools. It was hoped that through this agency more teachers would become available, and that young teachers, taking advantage of the opportunities offered would enter upon their work, imbued with the professional spirt and thorough in the elementary branches, with respect both to subject matter and method. The collapse of the Teacher-Training Department in at least six or seven counties has been accounted for in various ways by those who have given thought to the subject. The cause of the lack of interest seems to be largely fundamental. Teaching, in this state, is far from being a profession. All holders of teachers' certificates look alike to a large part of the public, especially when all these certificates are obtained in the same way. We accomplish nothing by sneering at the so-called "certificate mill," while we encourage conditions that keep the mill going. Young men and women who, because of poor opportunities during their earlier years, are of eighth or ninth grade ability and attainments, and who are finan-

cially unable to suspend their earning power for more than a few months at a time, have a tendency to travel the shortest route to a certificate, and some of us are disposed to criticise them and their teachers severely because of their unprofessional attitude. I wonder if those "higher up" ever saw the day when a certificate "looked good" as a passport to a position. Is it possible that when it comes to performance, the public can distinguish very little difference between the quality of the work done by those enrolled in the teacher-training departments, and those who make their preparation outside? In several of these departments visited during the last two years, the attendance barely reached the minimum of ten. If teaching is to be merely a temporary business anyway, and if one can get ready for the examination *outside* of the training department, why should she attend? Such is apparently her viewpoint. The earnest teachers in charge of these departments seemed to be doing as well as they could under the circumstances. I would not reflect upon a single one of them, neither would I assert that he received a cent more of salary than he deserved. But does it seem fitting that a man who could hardly conduct a four-year course in any high school subject should receive four or five hundred dollars more per year than the high school teacher alongside, who is a college graduate and doing successful work in all classes of one or more high school subjects? The state appropriation should be discontinued. Counties having large high schools can conduct their own teacher-training departments. Pupils expecting to teach, can elect subjects in their high school courses that will best fit them for their calling after graduation. They can complete these subjects in addition to those prescribed in the state course for all high school pupils. It is quite true that much of the teaching in our elementary schools, especially those of the country, will be done for a long time yet by teachers whose attainments are below those

of a high school graduate; however, there seems to be no good reason why states or counties should give professional (?) training to pupils without requiring them to pursue a high school course to graduation.

HIGH SCHOOL GRADES.

The amount of time and labor spent in grading pupils of our elementary and high schools is enormous. Not only does the making up of grades require the attention of the teaching force, but principals of schools and clerks in administrative offices must work early and late preparing permanent records of school work.

Upon marks depend promotion, retardation, elimination, honors, eligibility for contests and societies, graduation, admission into higher institutions and recommendations for positions. It is not our purpose to enter into any extended discussion of the question as to whether the basis of grading is personal or scientific. It is maintained by some that grading is absolutely a matter of assigning a certain per cent to a paper, and that the teacher who does not so assign, does not understand his business. Others take the view that teachers grade themselves instead of their pupils, and that the latter in selecting his studies is guided largely by the teacher's personal element as shown in grades. If this be true, it is quite possible that the elective system should not receive all the blame for the presence of so-called snap courses in the curriculum.

It has been demonstrated by actual experiment that among special teachers of any high school subject, there is a variability of as much as thirty-five or forty per cent in the grades assigned to the same paper, even if that paper was written on mathematics—a subject in which the common assumption is that there should be practically no difference in the grades assigned by different teachers.

As to the marking scale, there is considerable doubt as to whether it should be less than five,—that is, if two grades differ, we could not distinguish a difference less than five per cent. This scale would make twenty-one different grades possible, from 9 to 100 inclusive. One authority on this matter affirms that not more than a dozen *different* grades can be distinguished in the study of the papers of a given group of students.

A few years ago, after making an exhaustive investigation, the faculty of a leading University of this country adopted a scheme by which all grades assigned to the members of a class were to fall into five groups; a middle group consisting of 50 per cent of all the grades and designated by the letter C., two higher groups designated by A. and B. and together consisting of 25%, and two groups lower than C., known as D. and E., and making up the remaining 25%. The number of A's, B's, D's or E's could vary from zero to 25%. The second year after the adoption of the scheme, the distribution of grades was approximately in accordance therewith. The general principle of standardized grades was approved by fifty-one members of the faculty and disapproved by four.

The members of the teaching staff of any high school might profit by this example. They should frequently compare grades of the same pupil, in different subjects in an effort to determine whether this pupil is really more proficient in one subject than in another, or whether the difference as shown by the grades, lies elsewhere than in his scholarship.

During the last two years blanks were sent out to many high school principals of the state, calling for data on the distribution of grades in the various high school subjects. The interest manifested in the matter as evidenced by the number of responses, seemed to warrant the publication of some figures in this report.

On the assumption that the interval between consecutive grades was one per cent. ten groups of grades be-

tween 100% and 60% inclusive, were distinguished. Space forbids the publication of the report from each school represented; but three consolidated reports are given. The blanks filled out by the principals were returned to them in order that they might have the opportunity of comparing the distributions in their own schools with totals here given.

No conclusions are drawn relative to the matter in these tables. It is taken for granted that those interested would prefer to make their own conclusions.

RELATIONS BETWEEN THE HIGH SCHOOLS AND THE COLLEGES OF THE STATE.

The institutions of higher learning in this state have no general agreement among themselves relative to the acceptance, on certificate, of work done in the various high schools of the state. One college may reject the work of this or that school and require entrance examinations of its students, while another college will probably welcome the same students, giving them full credit without examination, for all subjects pursued in the school. Some of the colleges send out standard forms of certificates to be filled out and signed by the school principals. These forms provide for a detailed statement of the pupil's high school work in each subject; texts, lengths of recitation and laboratory periods, number of weeks that the subjects were pursued, grades, etc. If pupils are to be exempt from entrance examinations, there seems to be no good reason why their schools should not have a system of records that would enable any principal to fill out completely the blank sent out by the college.

It is not essential that the academic records of pupils be kept in the same way in all high schools, but a greater degree of uniformity than now exists is highly desirable. Record cards and a filing case should be owned by each

school. Suggestive forms for these cards are given pp. — of this report.

Some of the colleges do not send out standard blanks, but accept the statements of the principals as to the pupils' records. A common understanding among the colleges of this state relative to the minimum standards that must be attained by any school before its work shall be accepted, is very much needed. Why cannot all of the colleges and the State Department of Education have the same list of accredited schools? Is there not a general agreement as to what constitutes a high school unit, a properly qualified high school teacher, a proper number of class periods per week, adequate library and laboratory equipment, etc.? Why should one college allow a maximum of 16 units from a four-year school, and another allow 19 units from the same school? If the high school course is two years, and four units a year in academic studies are sufficient for a pupil, why should he have credit for more? It has been maintained that pupils should be allowed to enter college from all high schools on certificate, that they should not be punished by entrance examinations and be made to suffer for something for which they were not responsible. We are told that the pupils are not to blame for the fact that their community or county cannot or will not maintain a standard high school.

It would appear that if any penalty, punishment or hardship exists, it does so *before* the pupil tries to enter college from the weak high school. A test by an Entrance Committee as to whether the high school work was sufficiently thorough to enable the pupil to pursue college courses successfully should not be regarded as a punishment or an unjust discrimination against the school with the short term, short class period, etc.

There is a considerable temptation to "fudge" in counting up entrance units. One pupil showed up about sixteen units from a school of nine or ten grades and con-

ducted by a teacher not legally qualified to teach more than two high school subjects. Now and then a certificate shows two double periods a week in a laboratory that exists only in the imagination. Some principals seem to regard it as a presumptuous question if asked how a pupil could do a unit in a subject in four months. To them, "going through the book" is equivalent to completing the course.

With a view to ascertaining certain facts concerning the entrance credits allowed by the colleges to our high school pupils, blanks were sent to the heads of the colleges and universities of this state and co-operation asked. The results of the inquiry will be found in table IX. The lists include only the names of students whose preparation for collegiate or subcollegiate work was made exclusively in the Florida High Schools. All of the colleges except one agreed to furnish the information needed, but only three sent in their lists.

In this connection, mention should be made, of the college records of Florida high school pupils in the University of Florida and in the State College for Women, for the first half of the year 1917-18. Data compiled for the schools accredited by the State Department of Education were here separated from that for the non-accredited schools. It is not claimed that from the limited amount of information given in these tables, any conclusions as to the relative efficiencies of the two classes of schools as college preparatory schools would be warranted. However, it is believed that the same *kind* of investigation on a large scale with all the high schools and all the colleges of the state, co-operating, would result in a body of information of considerable value, and would tend to make those responsible for the maintenance and management of high schools, see the advantages of meeting standards set up by our State and Southern Commission accrediting agencies.

RELATION OF HIGH SCHOOL TO COLLEGE.

A few deductions are made as to the relative standing of pupils in high school and college, but such deductions do not go far enough. To say that a pupil made the same grade in college as he did in high school, has some significance, but if there could be added to this information relative to his rank in class in each institution, considerably more light would be thrown on the subject. A pupil could be in the upper fourth of his class in high school and in the lower fourth of his college class and make the same grade. A rather poor instructor in a college, upon boasting that he stood fifth in his class when he attended college, was asked if there were only five in the class. If a pupil is ranked in the upper third of his class in a given subject, and fails in this subject when he goes to college, the inevitable conclusion is, not that the college is wrong, nor that the high school does superficial work, but that an adjustment of standards is needed between that particular college and that high school.

STATISTICS

1916—1917

**SALARIES OF TEACHERS.
1916-1917.**

SCHOOLS OF THE SENIOR TYPE.	Salary of the Principal	Salary of First Assistant	Average Salary of Assistants Exclu- sive of the First	Average Salary of all Assistants	Total of the Salary for the Whole Faculty	Number of Assistants
Arcadia	\$ 2,000	\$ 1,000	\$ 811	\$ 835	\$ 7,300	7
Bartow	1,500	800	660	688	4,940	5
Bradentown	1,400	920	608	660	5,860	6
Clearwater	2,000	1,100	840	905	5,620	4
Dade City	1,200	720	640	666	3,200	3
Daytona	1,800	1,000	777	805	8,240	8
DeFuniak Springs... .	1,500	560	560	560	3,740	4
Duval High	2,700	2,025	1,051	1,094	27,865	23
Ft. Lauderdale	1,575	990	729	771	6,205	6
Ft. Meade	1,500	800	706	730	4,420	4
Ft. Myers	1,800	1,125	873	924	6,420	5
Ft. Pierce	1,200	720	680	690	3,900	4
Gainesville	1,600	1,000	600	666	5,600	6
Kissimmee	1,800	800	660	685	5,240	5
Lake City	1,400	600	600	600	3,800	4
Lakeland	1,880	800	680	700	6,080	6
Largo	1,800	800	746	760	4,840	4
Leesburg	1,500	560	540	546	3,140	3
Live Oak	1,400	600	620	613	3,240	3
Miami	3,500	1,350	1,078	1,103	15,635	11
Mulberry . . . . .	....	....	....	....	....	..
New Smyrna	1,280	800	660	706	3,400	3
Ocala	1,800	880	648	686	5,920	6
Orlando	1,400	760	760	760	7,480	8
Palatka	1,600	800	680	720	3,760	3
Palmetto . . . . .	....	....	....	....	....	..
Pensacola	1,800	1,400	654	716	10,400	12
Plant City	1,575	800	660	688	5,015	5
Punta Gorda	1,200	800	560	608	4,240	5
Quincy	2,025	765	690	708	4,860	4
St. Augustine	1,200	1,000	613	710	4,040	4
St. Petersburg	1,600	1,200	811	864	16,120	15
Sanford	1,800	800	650	680	5,200	5
Sarasota	1,200	680	560	600	3,000	3
Tallahassee	1,800	1,200	680	810	5,040	4
Tampa	2,100	880	713	726	11,540	13
Tarpon Springs	1,600	1,100	793	870	5,080	4
Wauchula	1,400	900	670	716	4,980	5
West Palm Beach... .	2,250	1,350	1,035	1,080	9,810	5
Winter Haven	1,400	800	700	720	5,000	5
Totals	\$64,085	\$35,185	.....	.....	\$249,730	230

SALARIES OF TEACHERS.
1916-1917.

SCHOOLS OF THE INTER- MEDIATE TYPE	Salary of the Principal	Salary of First Assistant	Average Salary of Assistant Exclu- sive of the First.	Average Salary of all Assistants	Total of the Salary for the Whole Faculty	Number of Assistants
Apalachicola	\$ 1,080.00	\$	\$	\$	\$	..
Brooksville	1,200.00	720	560	613	3,040.00	2
Chipley	1,200.00	600	440	520	2,240.00	2
Cocoa	1,000.00	560	520	540	2,080.00	2
Delray	1,237.50	675	675	675	2,587.50	2
Dunnellon	1,000.00	720	480	600	2,200.00	2
Eustis	1,200.00	640	600	620	2,440.00	2
Homestead	1,400.00	600	560	573	3,120.00	*3
Inverness	1,350.00	600	480	520	2,910.00	*3
Key West	1,200.00	720	560	640	2,480.00	2
Madison	1,200.00	800	750	775	2,750.00	2
Marianna	1,200.00	600	480	540	2,280.00	2
Mayo	1,200.00	800	600	700	2,600.00	2
Milton	1,200.00	800	720	760	2,720.00	2
Monticello	800.00	440	440	440	1,680.00	2
Perry	1,400.00	800	600	700	2,800.00	2
St. Cloud	1,000.00	640	600	620	2,240.00	2
Seabreeze	1,280.00	800	620	656	4,560.00	*5
Starke . . . . .	.....	.....	.....	.....	.....	..
Titusville	1,120.00	640	560	600	2,320.00	2
Totals	\$22,267.50	\$12,155	.....	.....	\$47,047.50	41

SALARIES OF TEACHERS.
1916-1917.

SCHOOL OF THE JUNIOR TYPE	Salary of the Principal	Salary of First Assistant	Average Salary of Assistants Exclu- sive of the First	Average Salary of all Assistants	Total of the Salary for the Whole Faculty	Number of Assistants
Archer	\$ 800	\$	\$	\$	\$ 800	..
Bowling Green	1,100	.....	.....	.....	1,100	..
Century	800	.....	.....	.....	800	..
Citra	900	.....	.....	.....	900	..
Eau Gallie .....	.....	.....	.....	.....	.....	..
Floral City	1,000	440	440	440	1,440	1
Fort White	880	.....	.....	.....	880	..
Freeport	800	.....	.....	.....	800	..
Greenboro	800	.....	.....	.....	800	..
Gretna .....	.....	.....	.....	.....	.....	..
Hastings	1,000	.....	.....	.....	1,000	..
High Springs	1,000	480	480	480	1,480	1
Micanopy	525	.....	.....	.....	525	..
Millville	880	.....	.....	.....	880	1
Newberry	800	.....	.....	.....	800	..
Nocatee	1,000	680	520	600	2,200	*2
Ojus	720	.....	.....	.....	720	..
Oviedo	920	.....	.....	.....	920	..
Panama City	880	.....	.....	.....	880	..
Sebastian	700	.....	.....	.....	700	..
Sebring .....	.....	.....	.....	.....	.....	..
Tavares	1,000	.....	.....	.....	1,000	..
White Springs	1,000	.....	.....	.....	1,000	..
Wildwood .....	.....	.....	.....	.....	.....	..
Williston	900	.....	.....	.....	900	..
Totals	\$18,405	\$ 1,600	.....	.....	\$19,645	5

**SALARIES OF TEACHERS.
1918-1917.**

SCHOOLS OF THE IRREGULAR TYPE.	Salary of the Principal	Salary of First Assistant	Average Salary of Assistants Exclu- sive of the First	Average Salary of all Assistants	Total of the Salary for the Whole Faculty	Number of Assistants
Alachua	\$ 1,120	\$ 520	\$ 480	\$ 500	\$ 2,120	*2
Alva	1,000	560	560	560	1,560	1
Apopka	1,200	680	520	600	2,400	*2
Avon Park	1,000	600	400	500	2,000	*2
Bonifay	1,000	520	520	520	1,520	1
Boynton . . . . .	.....	.....	.....	.....	.....	..
Cocoanut Grove	1,000	640	560	553	2,760	*2
Crescent City	1,160	680	680	680	1,840	1
DeLand	1,280	840	633	662	5,920	*7
Fernandina	1,200	480	480	480	2,160	*2
Green Cove Springs	1,000	560	560	560	1,560	1
Jasper	1,800	520	520	520	2,320	1
Labelle	1,000	560	560	560	1,560	1
Lake Butler	960	560	520	533	2,560	*3
Lawtey	800	400	400	400	1,200	1
Lemon City	1,000	640	560	600	2,200	*2
Lynn Haven	880	660	660	660	1,540	1
Melbourne	1,000	560	560	560	1,560	1
Muscogee . . . . .	.....	.....	.....	.....	.....	..
Oakland-Winter G'd'n	1,200	760	760	760	1,960	1
Safety Harbor	1,000	720	440	580	2,160	*2
Stuart	1,125	675	675	675	1,800	1
Trenton	1,000	480	480	480	1,480	1
Waldo	1,000	480	480	480	1,480	1
Webster	1,000	320	320	320	1,320	1
Winter Park	1,200	760	620	666	3,200	*3
	\$25,925	\$14,175	.....	.....	\$50,180	41

* One or more devote only part time to high school work.

LENGTH OF TERM, ETC.
1916-17

Schools of the Senior Type—Name of Town or School.	Number Weeks in School Year.	Length of Course in Years.	Number Week- ly Recitations for Each Pupil.	Length of Sch'l Day in Hours.	TIME OF THE SESSION	Hrs. Wk. Given H'h School Instruction	Length of Recitation.	Hrs. of Labor- atory per Week.
Arcadia	32	4	20—25	6	8:15 a. m. to 3:15 p. m.	167	45	1
Bartow	32	4	20	6	8:30 a. m. to 3:00 p. m.	155	45	8
Bradentown	32	4	20	6½	8:15 a. m. to 2:50 p. m.	113½	45	14
Clearwater	32	4	15—21	6	8:15 a. m. to 3:00 p. m.	107½	45	8
Dade City	32	4	20	5½	8:00 a. m. to 3:15 p. m.	105	45	2
Daytona	32	4	16—20	5½	8:30 a. m. to 3:15 p. m.	200	45	27
DeFuniak Springs	32	4	20	5½	8:30 a. m. to 3:15 p. m.	73	45	22
Duval High	36	4	20—25	5½	7:55 a. m. to 2:45 p. m.	140	45	14
Ft. Lauderdale	32	4	20	5½	8:30 a. m. to 3:15 p. m.	105	45	...
Ft. Meade	32	4	20	6	8:15 a. m. to 3:15 p. m.	100	45	24
Ft. Myers	32	4	20—25	5½	8:30 a. m. to 3:15 p. m.	33	45	26
Gainesville	32	4	20	5½	8:15 a. m. to 3:00 p. m.	160	45	7
Kissimmee	32	4	20	5½	8:30 a. m. to 3:15 p. m.	83½	45	28
Lake City	32	4	25	5½	8:30 a. m. to 3:00 p. m.	101	45	3
Lakeland	32	4	18	6½	8:30 a. m. to 3:00 p. m.	97½	45	6
Largo	32	4	20	6½	8:20 a. m. to 3:00 p. m.	110	45	20
Leesburg	32	4	20	6½	8:00 a. m. to 2:45 p. m.	105	45	25
Live Oak	32	4	25	5½	8:30 a. m. to 2:15 p. m.	72½	45	6
Miami	36	4	20—25	6½	8:00 a. m. to 2:10 p. m.	245	45	24
Mulberry	32	4	21	5½	8:30 a. m. to 3:00 p. m.	91	45	14
New Smyrna	32	4	20—25	6½	8:15 a. m. to 2:50 p. m.	127½	45	4
Ocala	32	4	20	5½	8:15 a. m. to 1:45 p. m.	239	45	14
Orlando	32	4	20—25	5	8:00 a. m. to 2:30 p. m.	83½	45	9
Palatka	32	4	20	5½	8:40 a. m. to 3:00 p. m.	72	45	16
Palmetto	32	4	20	6	8:30 a. m. to 2:30 p. m.	101	45	3
Pensacola	32	4	25	5½	8:30 a. m. to 3:45 p. m.	86½	45	...
Plant City	32	4	20—25	...	8:15 a. m. to 1:45 p. m.	125	45	15
Punta Gorda	32	4	20	5½	8:20 a. m. to 1:15 p. m.	258½	45	16
Quincy	32	4	20	5½	8:15 a. m. to 1:45 p. m.	100	45	4
St. Augustine	32	4	20	5½	8:30 a. m. to 3:15 p. m.	77½	45	8½
St. Petersburg	32	4	20—25	8½	8:20 a. m. to 2:00 p. m.	...	45	2
Sanford	32	4	20	6	8:30 a. m. to 2:30 p. m.	70	45	14
Sarasota	32	4	20	6½	8:20 a. m. to 3:00 p. m.	60	45	16
Tallahassee	32	4	18	5½	8:30 a. m. to 3:15 p. m.	92	45	4
Tampa	36	4	19	6	8:20 a. m. to 3:00 p. m.	186	45	12
Tarpon Springs	32	4	20	6½	8:30 a. m. to 2:45 p. m.	105	45	13
Wauchula	32	4	20	6½	8:30 a. m. to 2:45 p. m.	105	45	13
West Palm Beach	32	4	20	6½	8:30 a. m. to 2:45 p. m.	105	45	13
Winter Haven	32	4	20	6½	8:30 a. m. to 2:45 p. m.	105	45	13

LENGTH OF TERM, ETC.
1916-17

Schools of the Intermediate Type Name of Town or School	Number Weeks in School Year.	Length of Course in Years.	Number Week- ly Recitations for Each Pupil.	Length of Sch'l Day in Hours.	TIME OF THE SESSION	Hrs. Wk. Given H'h School Instruction	Length of Recitation.	Hrs. of Labor. atory per Week.
Apalachicola	32	4	16—10	5½	8:30 a. m. to 1:30 p. m.	55	40	12
Brocksville	32	4	20	5½	8:30 a. m. to 3:15 p. m.	65	45	4
Chipley	32	4	25	5½	8:15 a. m. to 3:00 p. m.	86½	45	3
Cocoa	36	4	20	5	8:00 a. m. to 2:55 p. m.	40	40	4
Dunnellon	32	4	25	6	8:00 a. m. to 3:15 p. m.	81½	45	15
Enstis	32	4	20	5½	8:15 a. m. to 3:00 p. m.	63½	45	8
Homestead	32	4	25	5½	8:00 a. m. to 3:00 p. m.	83	45	4
Inverness	32	4	20	5½	8:50 a. m. to 3:00 p. m.	60	45	13
Key West	32	4	20	7	8:00 a. m. to 3:15 p. m.	90	30	....
Madison	32	4	20	5½	8:30 a. m. to 3:30 p. m.	60	45	4
Marianna	32	4	22	5½	8:15 a. m. to 2:30 p. m.	100	45	....
Mayo	32	4	22	7½	8:15 a. m. to 3:30 p. m.	77½	45	....
Milton	32	4	20	6	8:30 a. m. to 3:45 p. m.	90	45	13
Monticello	32	4	20	5½	8:15 a. m. to 3:00 p. m.	93½	45	15
Perry	32	4	25	6	8:00 a. m. to 3:15 p. m.	48½	45	....
St. Cloud	32	4	25	6	8:00 a. m. to 3:15 p. m.	48½	45	....
Seabreeze	32	4	25	6	8:00 a. m. to 3:15 p. m.	48½	45	....
Starke	32	4	25	6	8:00 a. m. to 3:15 p. m.	48½	45	....
Titusville	32	4	25	6	8:00 a. m. to 3:15 p. m.	48½	45	....
Zephyrhills	32	4	25	6	8:00 a. m. to 3:15 p. m.	48½	45	....

LENGTH OF TERM, ETC.
1916-17

Schools of the Junior Type Name of Town or School	Number Weeks in School Year.	Length of Course in Years.	Number Week- ly Recitations for Each Pupil.	Length of Sch'l Day in Hours.	TIME OF THE SESSION	Hrs. Wk. Given H'h School Instruction	Length of Recitation.	Hrs. of Labor, story per Week.
Archer	32	2	.....	6	8:00 a. m. to 3:00 p. m.	....	40	....
Bowling Green....	32	2	25	6	8:15 a. m. to 3:15 p. m.	45	40	....
Century	32	2	25	6½	8:30 a. m. to 4:00 p. m.	33½	30	....
Citra	32	2	25	6	8:30 a. m. to 4:00 p. m.	22	30	....
Eau Gallie .....	.....	.....	.....	.....	.....	.....	.....	.....
Floral City.....	32	4	.....	6	8:00 a. m. to 3:30 p. m.	40	45	4
Fort White	32	2	20	7½	8:00 a. m. to 3:00 p. m.	30	40	....
Freeport	32	4	25	5½	8:00 a. m. to 3:00 p. m.	28	40—45	....
Greensboro	32	2	20	5½	8:15 a. m. to 2:30 p. m.	27½	40	3
Gretna .....	.....	.....	.....	.....	.....	.....	.....	.....
Hastings	32	3	20	7½	8:00 a. m. to 3:30 p. m.	37½	25—30	....
High Springs	32	2	20—25	6	8:00 a. m. to 3:00 p. m.	30	45	....
Micanopy	28	2	25	6	.....	36	40	....
Millville	32	2	20	6	8:30 a. m. to 3:45 p. m.	35	45	....
Newberry	32	2	20	6	8:00 a. m. to 3:15 p. m.	30	45	....
Nocatee	32	2	27	6½	8:15 a. m. to 3:00 p. m.	40	45	....
Ojus	32	2	20	7	8:00 a. m. to 3:00 p. m.	27½	35—45	....
Owiedo	32	2	20	5½	8:00 a. m. to 3:00 p. m.	26	35—40	....
Panama City	32	2	.....	6	8:20 a. m. to 3:30 p. m.	30½	40	....
Sebastian	28	2	25	6	8:00 a. m. to 3:30 p. m.	30	40	....
Sebring .....	.....	.....	.....	.....	.....	.....	.....	.....
Tavares	32	2	25	6	8:30 a. m. to 2:45 p. m.	25	45	....
White Springs....	32	2	32	6	8:00 a. m. to 3:30 p. m.	30	30—40	2
Williston	32	3	20	5½	8:15 a. m. to 3:00 p. m.	26½	40	....
Wildwood	28	2	.....	5	8:00 a. m. to 3:30 p. m.	27½	30—45	2

LENGTH OF TERM, ETC.
1916-17

Schools of the Irregular Type Name of Town or School	Number Weeks in School Year.	Length of Course in Years.	Number Week- ly Recitations for Each Pupl.	Length of Sch'l Day in Hours.	TIME OF THE SESSION	Hrs. Wk. Given H'h School Instruction	Length of Recitation.	Hrs. of Labor. atory per Week.
Alachua	32	4	23	5½	8:00 a. m. to 3:00 p. m.	53½	45	Irrg.
Alva	32	4	20	6	8:30 a. m. to 3:45 p. m.	55	45	11
Apopka	32	4	20	5	8:30 a. m. to 2:30 p. m.	60	30—45	....
Avon Park	32	3	20—25	6	8:30 a. m. to 3:30 p. m.	60	45	3
Bonifay	32	4	20	5½	8:15 a. m. to 3:05 p. m.	56½	40	....
Cocoanut Grove	32	2	20—25	5½	8:00 a. m. to 3:15 p. m.	34	45	....
Crescent City	32	4	20	6	8:30 a. m. to 3:30 p. m.	55	30	10
DeLand	32	2	20	5½	8:30 a. m. to 3:15 p. m.	....	45	2½
Fernandina	32	4	24	5½	8:30 a. m. to 2:30 p. m.	24	30	....
Green Cove Spgs.	32	4	25	5½	8:30 a. m. to 3:00 p. m.	30	45	....
Jasper	32	4	20—30	6	8:15 a. m. to 4:00 p. m.	60	45	....
Labelle	32	2	20	5½	8:30 a. m. to 3:30 p. m.	....	45	4
Lake Butler	32	4	20	6	8:20 a. m. to 3:15 p. m.	59	45	6
Lawtey	32	2	25	6	8:00 a. m. to 3:25 p. m.	32	40—60	....
Lemon City	32	2	25	....	8:00 a. m. to 2:10 p. m.	....	45	9
Lynn Haven	32	3	20	6	8:30 a. m. to 3:00 p. m.	60	45	....
Melbourne	32	4	20	6	8:00 a. m. to 3:00 p. m.	60	45	....
Muscogee . . . . .	....	....	....	....	....	....	....	....
Oakland-Winter Garden	32	4	20	7	8:30 a. m. to 3:30 p. m.	75	45	....
Safety Harbor	32	3	20	6½	8:30 a. m. to 3:15 p. m.	80	45	....
Stuart	36	4	20	6	8:15 a. m. to 3:15 p. m.	70	45	4
Trenton	32	4	20—25	6½	8:00 a. m. to 2:45 p. m.	50½	40—45	....
Waldo	32	3	20	6	8:15 a. m. to 3:30 p. m.	55	45	2
Webster	32	4	25	6	8:00 a. m. to 3:00 p. m.	60	45	....
Winter Park	32	3	....	....	....	....	....	....

VOLUMES IN LIBRARIES, 1916-17.

SCHOOLS OF THE SENIOR TYPE	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	Library in Community
Arcadia	185	80	300	36	130	60	791	\$	
Bartow	250	100	450	150	300	2000	3250	600	Yes
Bradentown	138	19	224	16	124	34	555	600	Yes
Clearwater	50	38	120	43	70	...	321	...	Yes
Dade City	50	32	217	10	48	50	407	500	No
Daytona	325	32	200	150	100	50	855	1,500	Yes
DeFuniak Springs	300	25	50	100	3	...	478	400	Yes
Duval High	172	59	235	57	103	...	625	1,800	Yes
Fort Lauderdale	60	47	206	37	46	25	415	...	
Fort Meade	15	4	112	2	62	...	195	...	No
Fort Myers	110	63	504	...	39	65	821	350	Yes
Fort Pierce	8	10	35	17	110	10	190	250	No
Gainesville	150	200	200	100	150	...	800	800	Yes
Kissimmee	70	20	50	10	30	270	450	...	Yes
Lake City	100	75	350	80	75	...	680	...	No
Lakeland	40	20	160	20	40	...	380	...	Yes
Largo	98	25	92	19	35	...	269	...	Yes
Leesburg	24	9	180	6	32	...	256	...	No
Live Oak	93	...	97	4	62	256	512	600	Yes
Miami	65	250	217	12	106	...	650	...	Yes
Mulberry	...	...	...	...	...	...	...	...	
New Smyrna	30	25	175	10	75	...	315	...	Yes
Ocala	100	23	327	44	40	39	573	...	Yes
Orlando	96	10	185	15	75	125	506	...	Yes
Palatka	40	30	400	80	50	...	600	400	Yes
Palmetto	...	...	...	...	...	...	...	...	Yes
Pensacola	150	25	300	25	50	...	550	...	No
Plant City	30	10	150	15	50	...	255	...	No
Punta Gorda	60	10	400	...	31	10	515	...	Yes
Quincy	120	108	262	110	88	...	676	...	No
St. Augustine	100	75	200	50	60	115	600	...	Yes
St. Petersburg	250	136	476	202	...	...	1276	...	Yes
Sanford	85	75	250	45	22	200	677	...	Yes
Sarasota	...	...	...	...	...	...	...	...	
Tallahassee	130	61	70	35	120	551	967	...	Yes
Tampa	200	75	400	75	150	...	900	...	No
Tarpon Springs	75	30	360	25	42	...	532	...	Yes
Wauchula	25	20	75	25	80	...	225	350	No
West Palm Beach	200	20	320	110	50	...	700	1,000	Yes
Winter Haven	25	30	150	15	50	15	285	350	Yes
	4019	1871	8499	1744	2696	3875	23053	\$8,900	

VOLUMES IN LIBRARIES 1916-17.

SCHOOLS OF THE INTERMEDIATE TYPE	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	Library in Community
Apalachicola	35	55	340	10	135	....	575	\$ 300	Yes
Brooksville . . . . .	....	....	....	....	....	....	300	....	....
Chipley . . . . .	....	....	....	....	....	....	....	200	Yes
Cocoa	10	5	65	3	....	83	166	75	Yes
Delray	56	27	367	32	49	....	....	200	Yes
Dunnellon	13	....	....	....	23	....	500	300	No
Eustis	15	12	150	25	75	....	277	250	Yes
Homestead	20	12	200	20	24	....	430	400	Yes
Inverness	15	12	100	50	30	100	307	325	No
Key West	118	98	440	26	178	221	1081	1,500	Yes
Madison . . . . .	....	....	....	....	....	....	....	....	No
Marianna	37	....	76	2	6	119	240	250	Yes
Mayo	40	20	65	22	15	484	646	400	No
Milton	50	60	100	10	60	200	480	500	No
Monticello	2	2	25	35	25	2	91	40	No
Perry . . . . .	....	....	100	....	14	50	164	150	No
St. Cloud	25	....	30	....	38	50	143	150	Yes
Seabreeze	93	14	166	33	38	15	359	....	Yes
Starke . . . . .	....	....	....	....	....	....	....	....	....
Titusville	10	20	50	50	10	75	215	100	Yes
Zephyrhills . . . . .	....	....	....	....	....	....	....	....	....
	539	337	2274	318	720	1399	6172	\$5,140	

VOLUMES IN LIBRARIES 1916-17.

SCHOOLS OF THE JUNIOR TYPE	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value of Library	Library in Community
Archer	21	6	100	17	19	20	183	\$ 130	No
Bowling Green	12	9	15	12	30	97	175	200	No
Century									Yes
Citra	14	47	60	1	20	4	146	100	No
Floral City					16		16	40	No
Fort White					29		29	25	No
Freeport	41	2	17	10	20	77	167	125	No
Greensboro	25	15	10	10	15	5	80	100	No
Hastings									Yes
High Springs	30	3	212	18	102	50	465	150	No
Micanopy									No
Millville								50	No
Newberry	25	10	50	15	10	15	125	200	No
Nocatee	20	10	25	10	30	10	105	100	No
Ojus	16	10	125	12	40		203	150	No
Oviedo				15			15	40	
Panama City	14	4	19	4	2	7	50		No
Sebastian	36	20	60	10	10	14	150	150	Yes
Tavares							150		
White Springs	10			2	8	20	40	70	No
Wildwood	5	10	50	7	20	12	104	75	Yes
Williston			50	25	15	50	140	50	No
	269	146	793	168	386	381	2343	\$1,755	

VOLUMES IN LIBRARIES 1916-17.

SCHOOLS OF THE IRREGULAR TYPE.	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	Library in Community
Alachua	50	31	90	28	15	40	264	\$ 150	Yes
Alva									Yes
Apopka	10	5	15	25	25	220	300	150	Yes
Avon Park	13		50	6	30	300	399	400	No
Bonifay								100	
Boynton									
Cocoanut Grove	50	25	40	50	50	100	315		Yes
Crescent City	20	4	25	8	10	30	97	100	Yes
DeLand	30	40	200	35	200	495	1000	800	
Fernandina					30		30	100	Yes
Green Cove Springs	17	30	103	50	68	100	368	400	Yes
Jasper	30	25	100	30	40	50	275	200	No
Labelle								100	No
Lake Butler	126	39	420	33	72	91	781	600	No
Lawtey					56	5	61	180	No
Lemon City	15	18	50	10	20		113	100	No
Lynn Haven									Yes
Melbourne									No
Muscogee									
Oakland-Winter Garden	20	20	20	20	13		93	150	Yes
Safety Harbor			25		12	15	52	25	No
Stuart	10	10	150	20	25	35	250	150	No
Trenton	10	6	95	12	8		131	125	No
Waldo	27	3	69	6	35	125	265	400	No
Webster								100	No
Winter Park							300	500	
	428	256	1452	333	707	1606	5092	\$4,820	

HIGH SCHOOL TEACHERS 1916-17.

SCHOOLS OF THE SENIOR TYPE	Men	Women	Total	Number Holding Degrees	Number Teaching Whole Time	Number Teaching Part Time	No. Daily Recita- tions per Teacher	No. Daily Recita- tions of Principal	Years Principal has Taught Here	Yrs. 1st Assistant has Taught Here	Yrs. Av. Teacher has Taught
Arcadia	3	6	9	7	5	4	5	1	2	3	4
Bartow	2	5	7	6	5	2	5	1	2	5	9
Bradentown	3	4	7	6	5	2	5	3	1	3	7
Clearwater	3	2	5	5	3	2	5	3	4	3	6
Dade City	4	3	7	12	3	1	6	3	1	1	10
Daytona	4	5	9	8	7	2	6	..	2	1	8
DeFuniak Sprs.	1	4	5	5	4	1	5	1	2	8	6
Duval High	7	16	23	23	23	..	..	..	..	..	..
Ft. Lauderdale	2	5	7	6	4	3	5	2	1	3	4
Ft. Meade	3	2	5	4	4	1	5	1	2	1	5
Ft. Myers	3	3	6	5	5	1	5	..	6	1	9
Ft. Pierce	..	5	5	3	4	1	5	..	3	2	9
Gainesville	2	5	7	6	6	1	5	1	3	7	9
Kissimmee	2	3	5	4	4	1	5	2	11	7	11
Lake City	2	3	5	3	4	1	5	3	1	15	13
Lakeland	5	2	7	5	6	1	5	..	6	3	10
Largo	2	3	5	4	4	1	5	3	1	1	7
Leesburg	2	2	4	4	3	1	6	5	2	2	13
Live Oak	1	3	4	4	3	1	6	2	1	6	3
Miami	6	6	12	12	11	1	6	..	3	5	8
Mulberry	1	3	4	..	..	..	..	..	..	..	..
New Smyrna	2	2	4	4	3	1	6	1	1	1	12
Ocala	3	4	7	3	6	1	5	1	3	6	8
Orlando	3	6	9	5	6	3	5	3	11	7	14
Palatka	2	2	4	3	3	1	5	3	1	1	10
Palmetto	1	3	4	..	..	..	..	..	..	..	..
Pensacola	4	10	14	8	9	5	5	2	1	7	6
Plant City	2	4	6	5	4	2	6	2	4	13	8
Punta Gorda	3	3	6	4	3	3	6	3	2	1	9
Quincy	1	4	5	3	4	1	6	3	3	5	8
St. Augustine	1	4	5	2	4	1	5	3	12	17	19
St. Petersburg	6	11	17	15	10	6	5	..	3	3	6
Sanford	3	3	6	5	5	1	5	..	3	3	4
Sarasota	2	2	4	3	4	..	5	5	9	1	8
Tallahassee	2	3	5	1	..	..	..	..	..	..	..
Tampa	3	11	14	10	13	1	5	..	8	3	11
Tarpon Springs	3	2	5	4	3	2	5	3	2	4	7
Wauchula	3	3	6	6	5	1	5	2	11	1	7
West Palm Beach	5	3	8	7	7	1	6	..	8	6	9
Winter Haven	2	4	6	4	5	1	5	2	4	2	7
Totals	106	168	283	213	207	59	..	..	..	..	..

HIGH SCHOOL TEACHERS 1916-17.

SCHOOLS OF OF THE INTERMEDIATE TYPE	Men	Women	Total	Number Holding Degrees	Number Teaching Whole Time	Number Teaching Part Time	No. Daily Recita- tions per Teacher	No. Daily Recita- tions of Principal	Years Principal has Taught Here	Yrs. 1st Assistant has Taught Here	Yrs. Av. Teacher has Taught
Apalachicola	1	4	5	2	2	3	5	3	6	1	6
Brooksville	1	2	3	2	2	1	5	2	5	4	5
Chipley	1	2	3	0	2	1	3	2	1	2	3
Cocoa	1	2	3	2	2	1	5	5	1	1	2
Delray	1	2	3	2	2	1	5	4	1	1	5
Dunnellon	1	2	3	1	1	1	6	4	1	1	11
Eustis	1	2	3	3	2	1	6	5	2	1	3
Homestead	2	3	4	2	..	4	5	4	2	1	3
Inverness	..	..	..	..	..	..	..	..	..	..	..
Key West	2	2	4	2	2	..	6	2	2	3	7
Madison	3	1	4	4	2	2	10	..	11	7	19
Marianna	..	..	..	..	..	..	..	..	..	..	..
Mayo	..	..	..	..	..	..	..	..	..	..	..
Milton	3	1	4	4	2	2	5	4	2	1	11
Monticello	1	2	3	2	2	1	7	6	1	1	9
Perry	3	..	3	2	2	1	7	5	2	1	13
St. Cloud	2	1	3	1	2	1	7	8	1	5	7
Seabreeze	2	4	6	5	..	6	3	3	6	6	8
Starke	..	..	..	..	..	..	..	..	..	..	..
Titusville	2	1	3	2	2	1	6	4	2	2	5
Zephyrhills	..	..	..	..	..	..	..	..	..	..	..
Totals	27	30	57	36	28	29	94	..	..	..	..

HIGH SCHOOL TEACHERS 1916-17.

SCHOOLS OF THE JUNIOR TYPE.	Men	Women	Total	Number Holding Degrees	Number Teaching Whole Time	Number Teaching Part Time	No. Daily Recita- tions per Teacher	No. Daily Recita- tions of Principal	Years Principal has Taught Here	Yrs. 1st Assistant has Taught Here	Yrs. Av. Teacher has Taught
Archer	..	1	1	..	..	1	..	4	3	..	16
Bowling Green . .	1	..	1	1	..	1	..	..	2	..	27
Century	1	..	1	1	..	1	..	12	1	..	24
Citra	1	..	1	..	..	1	..	10	2	..	11
Floral City	1	1	2	1	..	2	4	10	1	..	7
Fort White	1	..	1	..	..	1	..	8	1	..	8
Freeport	1	..	1	1	..	1	..	..	..	..	7
Greensboro	1	..	1	..	..	1	..	7	..	..	..
Gretna	1	..	1	..	..	1	..	..	..	..	..
Hastings	1	..	1	1	..	1	..	..	2	..	16
High Springs . . .	2	..	2	..	..	2	..	8	1	..	..
Micanopy	1	..	1	..	..	1	..	9	1	..	3
Millville	1	1	2	..	..	2	1	8	1	..	8
Newberry	1	..	1	..	..	1	..	8	3	..	25
Nocatee	1	2	3	1	..	3	2	6	1	6	7
Ojus	1	..	1	1	..	1	..	9	1	..	6
Oviedo	1	..	1	1	..	1	..	..	2	..	5
Panama City	..	1	1	1	..	1	..	4	1	..	12
Sebastian	1	..	1	..	..	1	..	6	2	..	8
Tavares	1	..	1	..	..	1	..	5	1	..	..
White Springs . . .	1	..	1	1	..	1	..	10	3	..	13
Wildwood	1	..	1	1	..	1	..	11	1	..	..
Williston	1	..	1	1	..	1	..	8	1	..	3
Sebring	..	..	..	..	..	..	..	..	..	..	..
Totals	22	6	28	12	..	28	..	..	..	..	..

HIGH SCHOOL TEACHERS 1916-17.

SCHOOLS OF THE IRREGULAR TYPE	Men	Women	Total	Number Holding Degrees	Number Teaching Whole Time	Number Teaching Part Time	No. Daily Recita- tions per Teacher	No. Daily Recita- tions of Principal	Years Principal has Taught Here	Yrs. 1st Assistant has Taught Here	Yrs. Av. Teacher has Taught
Alachua	1	2	3	2	..	3	5	6	5	2	8
Alva	1	1	2	2	1	1	6	5	2	2	10
Apopka	1	2	3	1	1	2	8	4	1	5	7
Avon Park	1	2	3	2	1	2	6	6	3	1	3
Bonifay	1	1	2	1	1	7	7	6	1	2	8
Cocoanut Grove	2	2	4	2	..	4	2	3	1	4	3
Crescent City	1	1	2	1	1	1	7	10	4	3	13
DeLand	..	7	7	3	..	7	3	1	11	8	8
Fernandina	1	2	3	2	1	2	7	10	6	4	15
Green Cove Sprs..	2	..	2	1	1	1	8	8	6	2	25
Jasper	2	1	3	3	1	2	8	6	..	1	1
Labelle	1	1	2	2	1	1	5	5	2	1	4
Lake Butler	2	2	4	3	1	3	7	6	7	1	5
Lawtey	1	1	2	1	1	1	6	3	1	1	4
Lemon City	2	1	3	3	..	3	3	3	3	1	4
Lynn Haven	..	2	2	1	1	1	6	6	2	1	6
Melbourne	1	1	2	1	1	1	8	7	2	3	9
Oakland-Winter Garden	1	1	2	2	1	1	8	4	1	4	7
Safety Harbor	1	1	2	1	..	2	..	..	1	1	2
Stuart	1	1	2	2	1	1	7	5	3	3	9
Trenton	1	1	2	..	1	1	7	7	1	2	16
Waldo	1	1	2	2	1	1	8	5	3	1	13
Webster	1	1	2	1	1	1	8	8	1	1	19
Winter Park	1	3	4	3	..	4	3	2	..	..	..
Totals	27	88	65	42	18	47	143	..	..	..	..

VALUE OF LABORATORIES.
1916-17.

SCHOOLS OF THE SENIOR TYPE.	Special Rooms.	Physics.	Chemistry	Botany.	Biology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Total Value.
Arcadia	Yes	\$ 300	\$ 280		\$ 50	\$ 70	\$ 900				\$ 1,800
Bartow	Yes	300	500		250	100	500				1,850
Bradentown	Yes	150	450		50	25	500				1,175
Clearwater	Yes	500	450		400	250	800		750		3,150
Dade City	Yes	200	200		100	50					550
Daytona	Yes	350	500		350		1,200	600	500	50	3,550
DeFuniak Springs	Yes	500	300	60			500				1,360
Duval High	Yes										4,710
Ft. Lauderdale	Yes	150	425		150	30	350		800		1,405
Ft. Meade	Yes	50	100	40							190
Ft. Myers	Yes	400	300		50	50	200			15	1,015
Ft. Pierce	Yes	300	300		100			450			1,150
Gainesville	Yes	400	600		100						1,100
Kissimmee	Yes	350	100	15	50	10	200				725
Lake City	Yes	500	75		25			500			1,100
Lake and	Yes	800	900	200		100	1,000	200			3,200
Largo	Yes	300			400	150	700		600		2,150
Leesburg	Yes	300			50	25	300				675
Live Oak	Yes	500	125		40						685
Miami	Yes	1,050	1,000		300	200	800	2,500	800		6,650
Mulberry											
New Smyrna	Yes	200	50								250
Ocala	Yes	200			100	40	500				840
Palatka	Yes	275	200		100	75	500	450			1,600
Orlando	Yes	500	200		100	50					850

VALUE OF LABORATORIES.
1916-17.

SCHOOLS OF THE INTERMEDIATE TYPE.	Special Rooms.	Physics.	Chemistry.	Botany.	Biology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Total Value.
Apalachicola	Yes	\$ 150	\$ 50	\$ 25	\$ 25	.....	100	.....	.....	10	360
Brooksville . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100
Chipley	Yes	.....	250	.....	250	250	200	.....	.....	.....	950
Cocoa	No	100	.....	.....	.....	.....	.....	.....	.....	.....	100
Delray	Yes	235	150	325	.....	.....	100	.....	200	.....	1,010
Dunnellon	No	130	.....	.....	18	.....	200	.....	.....	.....	348
Eustis	Yes	300	.....	.....	50	10	.....	.....	.....	.....	360
Homestead	Yes	.....	250	.....	200	.....	250	.....	250	.....	950
Inverness	Yes	50	100	.....	.....	.....	.....	.....	.....	.....	150
Key West	Yes	260	320	215	225	350	.....	.....	.....	.....	1,370
Madison	Yes	300	100	.....	.....	.....	.....	50	.....	.....	450
Marianna	Yes	500	.....	.....	.....	.....	.....	.....	.....	.....	500
Mayo	Yes	250	150	.....	.....	40	.....	220	.....	.....	660
Milton	No	200	.....	.....	.....	.....	20	.....	.....	.....	220
Monticello	Yes	50	.....	.....	.....	.....	.....	.....	.....	.....	50
Perry	Yes	125	.....	.....	25	.....	.....	.....	.....	.....	150
St. Cloud	Yes	200	200	50	.....	.....	.....	.....	.....	.....	450
Seabreeze	Yes	275	110	.....	35	50	250	.....	250	.....	970
Starke . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Titusville	Yes	200	.....	.....	200	.....	200	.....	200	.....	800
Zephyrhills . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals		\$ 3,325	\$ 1,680	\$ 615	\$ 1,028	\$ 700	\$ 1,320	\$ 270	\$ 900	\$ 10	\$ 9,948

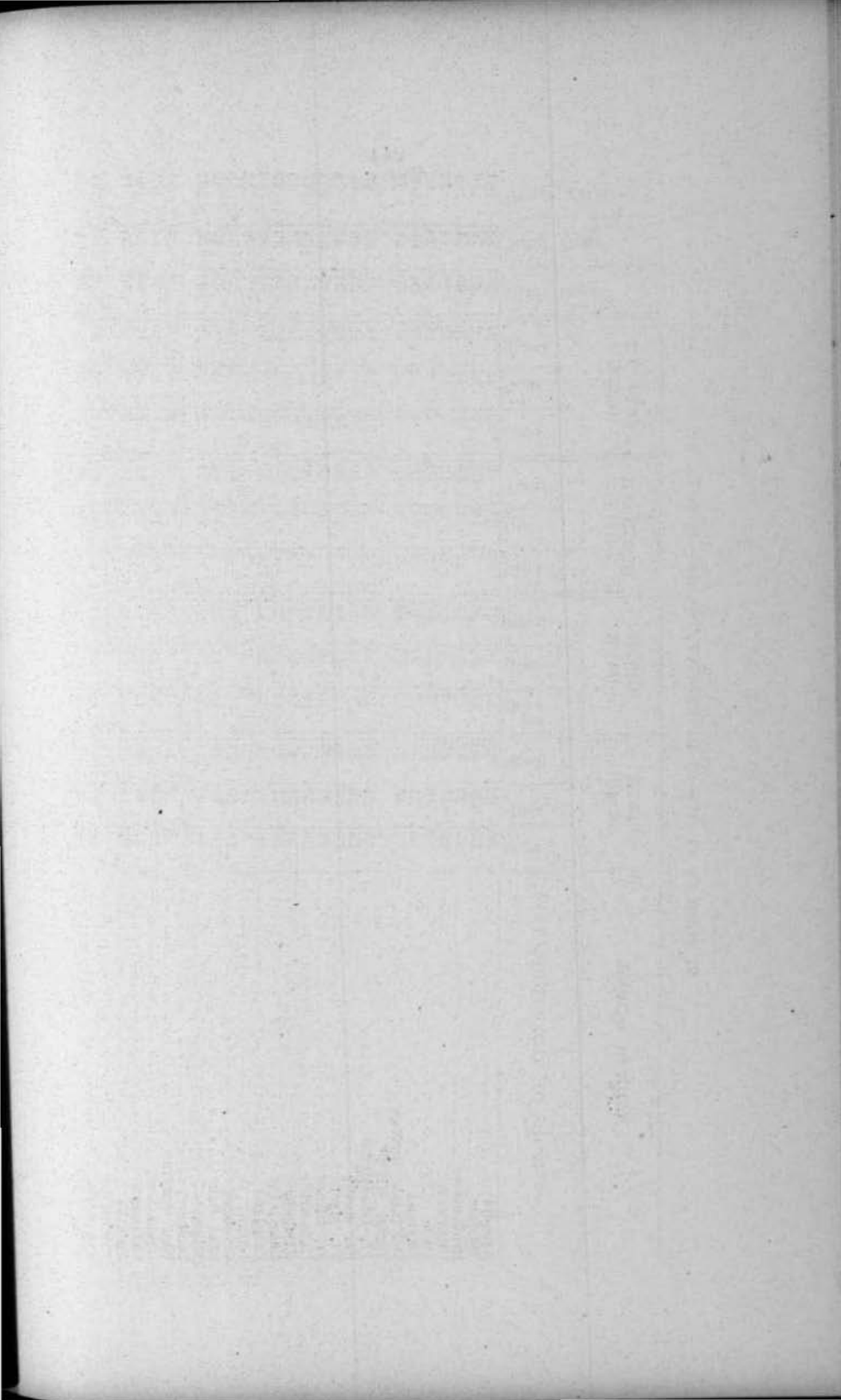
VALUE OF LABORATORIES.
1916-17.

SCHOOLS OF THE JUNIOR TYPE.	Special Rooms.	Physcs.	Chemistry.	Botany.	Biology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Total Value.
Archer	No				\$ 7						\$ 7
Bowling Green	No										
Century	No					250					250
Citra	No										
Floral City	Yes	40	60	10	5						115
Fort White	No										
Freeport	No										
Greensboro	No	30		10	30	30				10	110
Hastings	No					100					100
High Springs	No									40	40
Micanopy	No										
Millville	Yes										100
Newberry	No										
Nocatee	Yes				100		100		100		300
Ojus	No						25				25
Oviedo	No										
Panama City	No										
Sebastian	No					25					25
Tavares	No										
White Springs	No										
Wildwood	No										
Williston	Yes										
Totals		\$ 70	\$ 60	\$ 20	\$ 142	\$ 405	\$ 125		\$ 100	\$ 50	\$ 1,072

VALUE OF LABORATORIES.
1916-17.

SCHOOLS OF THE IRREGULAR TYPE

	Special Rooms.	Physics.	Chemistry.	Botany.	Biology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Total Value.
Alachua	No	\$ 100		\$ 25	\$ 25		\$ 20			\$ 25	\$ 195
Alva	Yes	150			75		100				325
Apopka	Yes	150									150
Avon Park	Yes	40			40		250				330
Bonifay	No	100									100
Boynton											
Cocoanut Grove	Yes				50		150		100		300
Crescent City	No	50			50		50		30		180
DeLand	No				75						75
Fernandina	Yes	150				10					160
Green Cove Springs	No										
Jasper	No	200				25					225
LaBelle	Yes	150					200		200		550
Lake Butler	No	400	300	150							850
Lawtey	No					30					30
Lemon City	Yes						100		200		300
Lynn Haven	Yes										
Melbourne	No	100	100	30						5	235
Muscogee											
Oakland-Winter Garden	No	25	25	25	25	25					125
Safety Harbor	Yes						200		150		350
Stuart	No	150					150				300
Trenton	Yes	25									25
Waldo	Yes	85				100					185
Webster	Yes			25					100		125
Winter Park											50
Totals	...	\$ 1,875	\$ 425	\$ 255	\$ 340	\$ 190	\$ 1,220	.....	\$ 780	\$ 30	\$ 5,165



NUMBER OF PUPILS IN DIFFERENT GRADES—1916-17.

NAME OF SCHOOL	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys	Total Girls	Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
SCHOOLS OF THE SENIOR TYPE															
Arcadia	30	32	62	15	16	31	15	27	42	13	13	26	73	88	161
Bartow	17	28	45	14	12	26	7	16	23	8	14	22	46	70	116
Bradentown	23	29	52	12	19	31	17	11	28	8	12	20	60	71	131
Clearwater	19	18	37	4	7	11	6	6	12	9	13	22	38	44	82
Dade City	12	10	22	7	10	17	5	7	12	4	7	11	28	34	62
Daytona	13	21	34	7	23	30	8	11	19	5	14	19	33	69	102
DeFuniak Springs	12	15	27	10	13	23	7	8	15	6	5	11	35	41	76
Duval High															
Ft. Lauderdale	15	27	42	9	15	24	7	2	9	10	8	18	41	52	93
Ft. Meade	15	20	35	7	13	20	5	5	10	8	8	16	35	46	81
Ft. Myers	11	17	28	5	11	16	9	11	20	6	4	10	31	43	74
Ft. Pierce	24	21	45	10	19	29	7	6	13	6	10	16	47	56	103
Gainesville	23	38	61	19	27	46	18	21	39	10	21	31	70	107	177
Kissimmee	15	28	43	14	14	28	3	9	12	3	7	10	35	58	93
Lake City	15	17	32	13	11	24	6	4	10	6	7	13	40	39	79
Lakeland	26	40	66	20	22	42	20	12	32	15	11	26	81	85	166
Largo	8	12	20	4	3	7	2	7	9	3	4	7	17	26	43
Leesburg	11	10	21	9	6	15	4	9	13	1	8	9	25	33	58
Live Oak	13	16	29	10	11	21	8	10	18	2	12	14	33	49	82
Miami	45	66	111	28	38	66	19	32	51	12	17	29	104	153	257
Mulberry															
New Smyrna	3	7	10	1	7	8	2	5	7	2	4	6	8	23	31
Ocala	19	32	51	13	20	33	8	18	26	11	14	25	51	84	135
Orlando	34	44	78	14	20	34	11	20	31	7	10	17	66	94	160
Palatka	14	18	32	12	3	15	7	8	15	3	6	9	36	35	71
*Palmetto															
Pensacola	58	88	146	38	76	114	12	26	38	14	26	40	122	216	338
Plant City	18	37	55	8	12	20	8	9	17	8	3	11	42	61	103

Punta Gorda	14	11	25	12	1	13	3	2	5	9	1	10	38	15	53
Quincy	25	25	50	9	11	20	8	16	24	3	9	12	45	61	106
St. Augustine	30	26	56	18	16	34	5	8	13	12	9	21	65	59	124
St. Petersburg	47	57	104	28	42	70	24	23	47	12	17	29	111	139	250
Sanford	16	23	39	13	19	32	4	13	17	5	13	18	38	68	106
Sarasota	12	8	20	5	8	13	2	7	9	4	5	9	23	28	51
Tallahassee	14	20	34	15	15	30	7	13	20	9	11	20	45	59	104
Tampa	...	...	202	85	120	205	45	67	112	38	66	102	...	...	621
Tarpon Springs	6	13	19	3	5	8	5	8	13	3	3	6	17	29	46
Wauchula	33	26	59	12	6	18	4	9	13	5	9	14	54	50	104
West Palm Beach	19	29	48	12	12	24	4	8	12	2	6	8	37	55	92
Winter Haven	14	14	28	9	6	15	5	7	12	6	8	14	34	35	6
Totals	723	943	1808	524	489	1213	337	481	818	286	415	701	1978	2660	5253

*No report filed.

NUMBER OF PUPILS IN DIFFERENT GRADES—1916-17.

NAME OF SCHOOL	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys	Total Girls	Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
SCHOOLS OF THE INTERMEDIATE TYPE.															
Apalachicola	1	13	14	4	10	14	...	3	3	3	10	13	8	35	43
Brooksville	...	...	20	...	...	12	...	...	14	...	...	12	...	...	58
Chipley	12	17	29	10	11	21	5	6	11	1	3	4	28	27	55
Cocoa	6	10	16	7	7	14	...	7	7	2	2	4	15	26	41
Delray	7	2	9	...	4	4	2	3	5	2	3	5	11	12	23
Dunnellon	6	6	12	3	3	6	...	4	4	...	2	2	9	15	24
Eustis	4	5	9	3	7	10	3	4	7	1	3	4	11	19	30
Homestead	10	4	14	10	3	13	3	2	5	...	2	2	23	11	34
Inverness	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Key West	21	25	46	9	2	11	4	6	10	5	1	6	39	34	73
Madison	8	14	22	6	6	12	2	10	12	2	2	4	18	32	50
*Marianna	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mayo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Milton	6	10	16	4	6	10	...	...	...	5	4	9	15	20	35
Monticello	10	11	21	3	11	14	2	5	7	5	5	10	20	32	52
Perry	6	6	12	6	11	17	1	2	3	1	1	2	14	20	34
St. Cloud	7	8	15	2	2	4	1	3	4	2	1	3	12	14	26
Seabreeze	3	6	9	3	2	5	1	2	3	2	...	2	9	10	19
*Starks	...	...	...	...	...	...	...	...	...	...	...	...	...	...	62
Titusville	10	14	24	3	16	19	1	6	7	1	2	3	15	38	53
Zephyrhills	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals	117	151	288	73	101	186	25	64	102	32	41	85	247	350	712

246

*No report filed.

NUMBER OF PUPILS IN DIFFERENT GRADES—1916-17.

NAME OF SCHOOL	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys	Total Girls	Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
SCHOOLS OF TH| JUNIOR TYPE.															
Archer	10	4	4	1	2	3	1	1	2	1	1	2	11	14	25
Bowling Green	1	12	13	1	1	2	1	1	2	1	1	2	1	13	14
Century	2	3	5	3	1	4	1	1	2	1	1	2	5	4	9
Citra	2	2	4	2	3	5	1	3	4	1	2	3	4	10	14
Eau Gallie	6	6	12	1	3	4	1	1	2	1	1	2	3	3	6
Floral City	12	1	13	1	1	2	1	1	2	1	1	2	3	3	6
Fort White	8	1	9	1	1	2	1	1	2	1	1	2	9	1	10
Freeport	7	3	10	2	4	6	1	3	4	1	1	2	10	10	20
Greensboro	5	8	13	2	3	5	1	3	4	1	1	2	7	11	18
Hastings	3	3	6	2	4	6	1	1	2	1	1	2	5	7	12
High Springs	6	2	8	3	1	4	1	1	2	1	1	2	9	3	12
Micanopy	8	7	15	6	4	10	1	1	2	1	1	2	14	11	25
Millville	5	2	7	4	5	9	1	1	2	1	1	2	9	7	16
Newberry	2	4	6	4	4	8	1	1	2	1	1	2	6	4	10
Nocatee	3	6	9	1	1	2	1	8	9	1	1	2	4	14	18
Ojus	7	8	15	5	5	10	1	1	2	1	1	2	12	13	25
Oviedo	1	2	3	5	3	8	1	1	2	1	1	2	6	5	11
Panama City	3	10	13	1	1	2	1	1	2	1	1	2	3	10	13
Sebastian	4	8	12	1	1	2	2	1	3	1	1	2	6	9	15
Tavares	6	2	8	1	3	4	3	5	8	1	1	2	10	10	20
Wildwood	4	4	8	6	3	9	1	1	2	1	1	2	10	7	17
Williston	4	4	8	6	3	9	1	1	2	1	1	2	10	7	17
White Springs	4	4	8	6	3	9	1	1	2	1	1	2	10	7	17
Gretna	4	4	8	6	3	9	1	1	2	1	1	2	10	7	17
Sebring	4	4	8	6	3	9	1	1	2	1	1	2	10	7	17
Totals	95	109	204	48	47	95	7	21	28	2	2	4	150	173	323

NUMBER OF PUPILS IN DIFFERENT GRADES—1916-17.

NAME OF SCHOOL	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys	Total Girls	Grand Total	Length of Course
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
SCHOOLS OF THE IRREGULAR TYPE.																
Alachua	9	6	15	2	5	7	3	2	5	2	1	3	16	14	30	4
Alva	3	1	4	4	1	5	2	3	5	1	2	3	10	7	17	4
Apopka	5	9	14	2	5	7	2	3	5	2	2	4	9	14	23	4
Avon Park	3	2	5	1	12	13	2	4	6	1	1	2	6	18	24	4
Bonifay	6	10	16	4	6	10	1	3	4	1	1	2	12	20	32	4
Boynton	2	2	4	3	3	6	2	2	4	2	2	4	4	4	8	3
Cocoanut Grove	2	2	4	3	3	6	2	2	4	2	2	4	4	4	8	3
Crescent City	3	5	8	4	3	7	4	1	5	1	1	2	11	9	20	4
DeLand	5	27	32	2	3	5	1	1	2	2	2	4	7	30	37	4
Fernandina	6	8	14	2	3	5	1	1	2	2	2	4	9	14	23	4
Green Cove Springs	7	4	11	4	2	6	2	2	4	1	2	3	12	10	22	4
Jasper	14	17	31	4	7	11	5	6	11	2	5	7	25	35	60	4
Labelle	1	5	6	2	10	12	1	6	7	5	2	7	14	29	43	4
Lake Butler	3	14	17	5	7	12	1	6	7	5	2	7	14	29	43	4
Lawtey	4	4	8	4	8	12	2	2	4	2	2	4	9	12	20	2
Lemon City	3	7	10	6	2	8	2	2	4	2	2	4	9	9	18	4
Lynn Haven	4	6	10	2	3	5	5	2	7	2	2	4	11	11	22	4
Melbourne	8	4	12	5	5	10	4	4	8	1	1	2	9	14	23	4
Muscogee	4	6	10	2	5	7	2	5	7	2	2	4	8	16	24	2
Oakland-Winter Garden	3	6	9	1	4	5	1	2	3	2	2	4	5	12	17	2
Safety Harbor	6	6	12	4	5	9	3	3	6	1	1	2	14	14	28	4
Stuart	8	4	12	6	2	8	5	5	10	2	2	4	14	11	25	4
Trenton	5	6	11	1	3	4	4	3	7	2	2	4	10	12	22	3
Waldo	15	16	31	4	5	9	4	1	5	2	1	3	25	23	48	4
Webster	5	5	10	3	6	9	3	3	6	2	2	4	8	14	22	2
Winter Park	5	5	10	3	6	9	3	3	6	2	2	4	8	14	22	2
Totals	130	180	310	69	115	184	38	59	94	18	17	35	252	353	605	..

NUMBER OF PUPILS IN EACH SUBJECT-1916-1917.

SCHOOLS OF THE SENIOR TYPE.	Grammar	Composition	Rhetoric	Eng. Literature	Am. Literature	Adv. Arithmetic	Algebra	Pl. Geometry	Solid Geometry	Pl. Trigonometry	American Hist.
Arcadia											
Bartow		39	39	19	21		62	22	2	7	12
Bradentown	84	84		30	21	19	84	30	2		21
Clearwater	37	83	43	7	24	13	47	16	6		
Dade City	38	38	16	10	9		39	12		9	10
Daytona		51	51	17	15		33	20	8	8	9
DeFuniak Sprs	31	31	24	14	10		61	14	9	9	24
Duval High	98	742		507	329		301	218	33	33	31
Ft. Lauderdale		44	19	15	15		44	20	26	7	17
Ft. Meade		36	20	11	16		57	10	16	16	9
Ft. Myers	44	76	76	19	10		51	21	7	7	10
Ft. Pierce	26	26	26	26	28	12	27	40	6	12	18
Gainesville	12	160	160	96	66	22	94	49	13	12	16
Kissimmee		51	32	13	10		83	13	10	10	9
Lake City		32	16	19	13	13	32	22			16
Lakeland		110	110	25	30	48	121	30		25	25
Largo			23	9	8	8	23		9		9
Leesburg	19	56	14	23	23	33	33	12			7
Live Oak							54	22	6	15	14
Miami			66	65	35	20	121	50	12	13	44
Mulberry											
New Smyrna		11	9	11	5		19	12	3	3	13
Ocala	89	89	89	24	26	15	90	26	12	12	26
Orlando	82	82	35	27	21		121	26			15
Palatka		75	35	9	15	5	47	17		7	6
Palmetto											
Pensacola	133	110	110	37	36		133	110		6	36
Plant City		55	20	17	20	15	110	30	8	8	24
Punta Gorda	24	24	14	14	15		24	4	11	11	11
Quincy		55	21	36	22		76	15		13	16
St. Augustine		50	31	13	21		83	13	21	21	21
St. Petersburg		91	106	69	38	14	192	48	8	5	24
Sanford	19	38	60	19	18		82	21			17
Sarasota	23	23	13	9	9		23	9		8	9
Tallahassee						8	33	44	10	10	19
Tampa		225	225	219	117		60	217	43	25	108
Tarpon Springs	48	21	8	13	6		28	13	6	6	8
Wauchula	57	19	18	13	14		76	13	12	12	14
W. Palm Beach	109	64	30	12	8		30	21	2		
Winter Haven		42	16	16	16		42	14	5	10	6
Totals	973	2733	1575	1483	1090	245	2639	1274	312	340	674

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE SENIOR TYPE.	Ancient Hist.	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Latin	Caesar	Cicero	Virgil	German	French	Spanish
Arcadia											
Bartow	32	18		12	24	13	10	3		25	
Bradentown	52	32	13		20	10	4	8		15	
Clearwater		23	14		29	6	11				
Dade City	19	5		18	14	10	4	3			
Daytona	30	18		11	11	11		6	11		14
DeFuniak Sprs	31	24		24	12	5					
Duval High	179	187	39	31	27	16					57
Ft. Lauderdale	24	3							17		7
Ft. Meade	36	20		9	18	20	4	3			24
Ft. Myers	35	16		10	16	9	5				
Ft. Pierce	24	27		18	13	22	7	8			
Gainesville	61	44			23	15	7	6		38	
Kissimmee	51	32	13	9	32	18	7	7			10
Lake City	34	19	17	13	22	12	4	2			
Lakeland	48	48	73	25	40	23	20	16		25	
Largo	16	7	17		13	4	4				
Leesburg	19	15		7	15	10				14	
Live Oak			18	22	12	23	10				
Miami	103	81		39							
Mulberry											
New Smyrna	12	8			10	3	7				
Ocala	59	33		26	34	24	6	3		37	
Orlando	33	31	31	15	115	22	16	10	22		
Palatka	35	15	10	6	29	10	5	2		11	
Palmetto											
Pensacola				36	85	65	10	10		28	11
Plant City	20	25		24	95	15		6			45
Punta Gorda	24	14	4	11	24	14					11
Quincy	21		15	14	55	13	11	3	17	12	
St. Augustine	50	31	13		21	14	9	9			
St. Petersburg	90	43	33	24	80	53		7	31		65
Sanford	34	10			63	24	7	8		21	
Sarasota	13		9	9	23	5	2				
Tallahassee		18	24	19	20	11	2	8		22	
Tampa	221			58		130	35	19	26		140
Tarpon Springs	21		17		16	5	8	1			7
Wauchula	57	19		14	36	10	7	7			
W. Palm Beach	19	8			20	15	2	1		6	22
Winter Haven	31	16		6	20	9	3	3		14	13
Totals	534	890	360	510	1087	669	227	159	194	268	426

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE SENIOR TYPE.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Miscellaneous
Arcadia											
Bartow	20	12	19		19					82	23
Bradentown		15	28		22					47	
Clearwater		20			16			22	22	23	25
Dade City	15		7		17						
Daytona		6	9		23			9	21	21	113
DeFuniak Sprs		12	9	16		16				16	24
Duval High	57	20	30					99	92	62	116
Ft. Lauderdale	28	8	5							6	50
Ft. Mende		11	16								49
Ft. Myers		9	12		9						67
Ft. Pierce		18		20		20					144
Gainesville	40	25	32		32						33
Kissimmee	11	6	3	13		13				45	57
Lake City	32	13			16						30
Lakeland	33	30	9	25		25	33			121	233
Largo		10			4		7			23	
Leesburg	15	7		6		6		12		18	
Live Oak		18	12		22						31
Miami		21	20		24						30
Mulberry											
New Smyrna			9	6	13						26
Ocala	24	18			28					74	63
Orlando		13	10							36	113
Palatka	9		10		16						26
Palmetto											
Pensacola			22		50					88	267
Plant City		20	12	35					35	45	
Punta Gorda	24	4			11					37	38
Quincy		23			7						55
St. Augustine		9	15	13		18					
St. Petersburg	58	40	31		35				39	61	
Sanford	46	5	16	34							
Sarasota	23		9		13						
Tallahassee	34		19							21	51
Tampa		80	85	105		37					
Tarpon Springs	11	13		3	3	3			10	18	43
Wauchula	21	21			9			40	40	31	62
W. Palm Beach		6	11					24	24	41	162
Winter Haven	11	14	10	11		11				83	
Totals	512	527	470	287	389	149	40	206	283	999	1931

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF INTERME- DIATE TYPE.	Grammar	Composition	Rhetoric	Eng. Liter.	Am. Liter.	Adv. Arith.	Algebra	Pl. Geometry	Sld Geometry	Pl. Trig.	Am. History
Apalachicola ..	..	..	..	..	..	..	..	..	..	..	..
Brooksville ..	18	13	25	12	16	16	31	12	..	..	16
Chipley ..	..	50	15	..	..	..	..	..	..	..	15
Cocoa ..	..	16	14	7	4	..	30	..	..	..	..
Delray ..	..	9	4	4	5	..	19	3	5	..	10
Dunnellon ..	12	3	3	..	..	..	16	..	..	..	2
Eustis ..	..	..	..	..	..	..	..	..	..	..	..
Homestead ..	..	..	..	..	..	..	..	..	..	..	..
Inverness ..	..	29	16	21	20	21	25	14	..	6	6
Key West ..	76	76	76	12	6	17	58	6	6	4	..
Madison ..	24	24	11	12	4	22	16	16	4	4	4
Marlanna ..	27	61	..	..	..	..	45	12	4	4	4
Mayo ..	..	15	12	5	2	..	12	4	..	4	..
Milton ..	16	10	10	9	..	..	26	9	..	..	9
Monticello ..	27	..	..	7	10	..	56	14	..	..	16
Perry ..	12	12	17	2	3	12	29	3	..	2	2
St. Cloud ..	15	15	4	4	3	..	15	8	..	3	3
Seabreeze ..	..	9	12	7	..	..	12	5	..	..	7
Starke ..	..	..	..	..	..	..	..	..	..	..	..
Titusville ..	..	43	43	7	3	..	26	15	3	3	7
Zephyrhills ..	..	24	24	3	3	..	32	8	1	5	6
Totals ..	227	409	286	112	79	88	448	129	23	35	107

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF INTERME- DIATE TYPE.	Anc. History	Med. & Mod. His.	Eng. History	Civics	1st Yr. Latin	Caesar	Cicero	Virgil	German	French	Spanish
Apalachicola	13	13	18	16	21	8	2	1	2		
Brooksville	8	21		15	7	5	2				
Chipley		11			11	3	1				
Cocon					9	3					
Delray	12	6		4				12			
Dunnellon						4					
Eustis											
Homestead						4					9
Inverness	14			6	15	2					
Key West	6		37		26	10	2				
Madison	23	24		4	18	10	11	11			
Marianna	27	18	12	4	27	18					
Mayo	12	10			12	10	5	2			
Milton	10		16		16	10			6		
Monticello			30			3		6	9		
Perry	12	17	3	2	11	5		1			
St. Cloud	15	4	4			3	2	1	7		
Seabreeze	11	6			8	2	1		6		
Starke											
Titusville	23	20		3	11	9					11
Zephyrhills	13			10	9	8	3	2			
Totals	198	150	120	74	220	113	27	27	28		20

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF INTERME- DIATE TYPE.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Miscellaneous
Apalachicola	18	12	..	..	..	..	..	..	..	..	50
Brooksville	29	..	..	13	..	13	..	..	..	..	..
Chipley	..	2	..	9	10	9	..	..	..	..	9
Cocoa	..	3	..	..	..	..	..	..	..	..	17
Delray	..	6	..	..	6	..	..	..	..	6	..
Dunnellon	..	..	..	..	..	..	..	..	..	..	..
Eustis	..	..	5	..	..	..	..	..	..	..	..
Homestead	15	..	10	..	14	..	..	..	..	..	15
Inverness	28	..	..	..	20	..	17	..	..	..	29
Key West	12	10	..	13	..	..	..	..	..	..	..
Madison	27	12	..	..	18	..	..	..	..	..	..
Marianna	12	5	..	..	..	..	..	..	..	..	..
Mayo	16	10	..	..	..	9	..	..	..	..	..
Milton	18	10	..	..	..	..	24	..	..	..	69
Monticello	12	3	2	..	8	..	..	..	..	..	..
Perry	15	3	1	3	..	4	..	..	..	..	..
St. Cloud	..	4	..	..	..	6	..	4	4	5	11
Seabreeze	..	..	..	..	..	..	..	..	..	..	..
Starke	..	..	..	..	14	..	..	..	..	..	..
Titusville	..	..	..	..	5	..	..	..	..	..	..
Zephyrhills	3	..	6	..	..	..	..	..	..	..	..
Totals	205	82	24	38	95	41	41	4	4	11	211

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE JUNIOR TYPE.	Grammar	Composition	Rhetoric	Eng. Lit.	Am. Liter.	Adv. Arith.	Algebra	Pl. Geometry	Sid. Geometry	Pl. Trigon.	Am. History
Archer		4	4				4				
Bowling Green		14	14	5			32	3			
Century		12	1	1			4	1			
Citra											
Eau Gallie											
Floral City		14					4	5		12	2
Fort White		15					15				
Freeport		3		2			3	3			12
Greensboro	8	8	2				10				
Gretna											
Hastings											
High Springs		8					13	5			
Micanopy		11					6	6			
Millville	12	12					12				
Newberry		10					6	4			
Nocatee											
Ojus			10				10				
Oviedo		9	9	9			9	9			
Panama City	25	10	15				25				
Sebastian	11	11		11			11				
Sebring											
Tavares	13					13	13				
White Springs	17	17					17				
Wildwood	13	12	3				10	3			
Williston		8	4				8	8			
Totals	99	178	62	28		13	212	47		2	4

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE JUNIOR TYPE.	Anc. History	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Latin	Caesar	Cicero	Virgil	German	French	Spanish
Archer					2						
Bowling Green	23			23	23	3	2				
Century	2				5						
Citra											
Eau Gallie											
Floral City	5			2							
Fort White	15				9	3					
Freeport		3			3	2					
Greensboro	8	2									
Gretna											
Hastings											
High Springs	13	5			7	7					
Micanopy	6	5									
Millville	8	4			8	4					
Newberry		10				4					
Nocatee											
Ojus	6	4			6	4					
Oviedo		9									9
Panama City	15	10									
Sebastian		11			11						
Sebring											
Tavares	13										
White Springs	10		8		9						
Wildwood		3			13					3	
Williston					8	4					
Totals	124	66	8	25	104	25	2			3	9

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE JUNIOR TYPE.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Miscellaneous
Archer	4										4
Bowling Green	23										12
Century	4										
Citra											
Eau Gallie											
Floral City			5		5						
Fort White	9										3
Freeport											
Greensboro	8			12		12					
Gretna											
Hastings											
High Springs	7				5						9
Micanopy	7				6						17
Millville											
Newberry	6				4						
Nocatee											
Ojus											9
Oviedo											
Panama City	15				10						
Sebastian											
Sebring											
Tavares	13										
White Springs	10			8		8					
Wildwood	12										12
Williston				20		20					
Totals	118			30	30	30					56

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE IRREGULAR TYPE.	Grammar	Composition	Rhetoric	Eng. Liter.	Am. Liter.	Adv. Arith.	Algebra	Pl. Geometry	Solid Geometry	Pl. Trigonometry	Am. History
Alachua	22	22	8	8	3	...	20	11	3	3	3
Alva	7	...	10	7	3	...	9	5	...	3	...
Apopka	7	14	...	2	21	...	...	...	2	...	2
Avon Park . . .	14	13	6	6	...	...	18	6	...	...	...
Bonifay	33	16	10	6	6	...	26	4	2	2	...
Cocoanut Grv. .	...	...	...	...	...	...	5	...	...	...	...
Crescent City. .	...	8	7	5	...	5	15	...	...	...	...
DeLand	...	32	37	...	...	...	37	...	...	...	...
Fernandina . .	22	...	12	5	2	...	19	2	...	2	...
G.Cove Springs	38	17	5	17	5	6	23	2	...	3	3
Jasper.	31	31	11	...	...	...	43	11	...	5	1
Labelle	6	...	12	...	...	...	6	...	12	12	...
Lake Butler . .	19	12	6	6	7	...	19	6	...	7	7
Lawtey	8	9	10	...	...	...	11	9	...	...	...
Lemon City . .	...	18	...	...	...	...	18	...	...	...	...
Lynn Haven . .	...	...	10	5	...	...	12	7	...	...	...
Melbourne . . .	...	12	6	6	6	...	14	5	3	3	...
Muscogee . . .	...	...	...	...	...	...	...	...	...	...	...
Oakland-Win- ter Garden . .	18	24	...	...	...	...	18	7	...	...	...
Safety Harbor .	...	...	...	...	...	...	...	...	...	...	...
Stuart	...	21	7	6	1	...	19	9	7	...	...
Trenton	23	23	12	8	5	23	17	8	1	...	...
Waldo	15	7	11	4	7	...	16	6	...	...	...
Webster	...	...	31	5	3	...	40	7	...	3	...
Winter Park . .	...	...	...	...	...	...	...	...	...	...	...
Totals	253	279	211	96	48	34	426	105	29	43	26

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE IRREGULAR TYPE.	Anc. History	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Lat'n	Caesar	Cicero	Virgil	German	French	Spanish
Alachua	15	7	3	...	5	...	...	...	...	...	...
Alva	...	5	...	2	14	6	2	...	...	...	...
Apopka	...	...	...	...	4	3	...	...	...	...	...
Avon Park . . .	18	...	...	...	16	10	...	...	...	...	6
Bonifay	16	10	...	...	...	...	...	...	...	...	...
Cocoanut Grv.	5	...	...	...	5	...	...	...	...	...	...
Crescent City .	...	...	...	...	14	4	...	...	...	...	20
DeLand	32	1	...	...	...	3	...	...	...	...	...
Fernandina . .	12	5	2	22	14	5	2	2	...	...	...
G.Cove Springs	6	2	11	38	11	6	...	...	...	...	...
Jasper	11	...	31	9	31	12	5	...	...	...	...
Labelle	...	12	...	6	...	...	...	...	...	...	...
Lake Butler . .	19	12	6	7	17	12	6	3	...	...	...
Lawtey	8	2	12	...	9	...	...	...	...	...	...
Lemon City . .	18	...	...	...	11	6	...	...	...	...	...
Lynn Haven . .	10	5	7	...	...	...	...	...	...	...	...
Melbourne . . .	12	8	...	4	5	3	...	...	...	...	5
Muscogee . . .	...	...	...	...	...	...	...	...	...	...	...
Oakland-Win- ter Garden . .	...	...	...	...	10	7	7	...	...	...	...
Safety Harbor .	3	...	...	...	...	...	...	...	...	...	...
Stuart	...	...	...	...	...	...	...	...	...	...	...
Trenton	...	...	...	...	6	3	5	...	...	...	...
Waldo	14	...	...	...	11	4	6	...	...	...	...
Webster	...	...	...	...	12	6	3	3	...	...	...
Winter Park . .	...	...	...	...	...	...	...	...	...	...	...
Totals	203	86	72	88	195	90	36	8	...	...	31

NUMBER OF PUPILS IN EACH SUBJECT—1916-1917.

SCHOOLS OF THE IRREGULAR TYPE.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Miscellaneous
Alachua		8	3			7					15
Alva		8		12		12				14	
Apopka					14					24	27
Avon Park	5	6			11						
Bonifay		6									
Cocoanut Grv.										5	8
Crescent City					5					9	
DeLand											
Fernandina	12	2			12	5					
G.Cove Springs					2						11
Jasper											
Labelle		12								6	
Lake Butler		9	6	3	12						
Lawtey	8										
Lemon City							9		9	16	
Lynn Haven	10	12									
Melbourne	12										16
Muscogee											
Oakland-Win- ter Garden		7									10
Safety Harbor									4		
Stuart											
Trenton	7	5			9						
Waldo		8									
Webster	31	7			12						
Winter Park											
Totals	85	90	9	17	65	24	9		13	68	92

STATISTICS

1917-1918

SALARIES OF TEACHERS.
1917-18.

SCHOOLS OF THE SENIOR TYPE.	Salary of the Principal.	Salary of the First Assistant.	Av. Sal. of As- sistants Ex- clusive of First.	Average Salary of All As- sistants.	Total of the Salary for the Whole Faculty.	Number of Assistants.
Arcadia	\$ 2,000	\$ 1,000	\$ 653	\$ 688	\$ 8,880	9
Bartow	1,500	800	672	693	5,660	6
Bradentown	1,800	1,000	667	750	4,800	4
Clearwater	2,000	900	825	840	6,290	5
Dade City	1,320	740	600	647	3,260	3
Daytona	1,500	1,080	790	811	8,800	9
DeFuniak Springs	1,500	560	560	560	4,300	5
Duval High	2,700	2,025	1,095	1,175	31,927	24
Ft. Lauderdale	1,400	880	771	785	7,680	8
Ft. Meade	1,500	800	720	740	4,460	4
Ft. Myers	1,600	1,200	858	926	6,230	5
Ft. Pierce	1,280	800	690	712	4,840	5
Galvesville	2,000	1,080	626	691	6,840	7
Kissimmee	2,000	1,000	680	744	5,720	5
Lake City	1,400	300	600	600	3,800	4
Lakeland	1,880	800	697	711	6,860	7
Largo	1,400	900	780	810	4,840	4
Leesburg	1,200	600	576	580	3,520	4
Live Oak	1,600	600	600	600	3,400	3
Miami	3,500	1,600	1,017	1,051	21,365	17
Mulberry	1,320	720	720	720	4,040	4
New Smyrna	1,500	760	664	680	5,580	6
Ocala	1,800	880	712	707	6,040	6
Orlando	1,487	850	813	818	8,032	8
Palatka	1,600	1,200	713	833	5,600	5
Palmetto	1,340	680	600	627	3,220	3
Pensacola	1,800	1,400	631	683	10,640	15
Plant City	1,665	990	788	828	5,805	5
Punta Gorda	1,280	800	640	680	3,000	4
Quincy	2,000	810	765	374	5,870	5
St. Augustine	1,200	1,000	707	780	4,320	4
St. Petersburg	1,600	1,200	885	908	14,305	14
Sanford	1,600	680	608	620	5,320	6
Sarasota	1,340	680	640	653	3,300	3
Tallahassee	2,500	1,200	680	784	6,420	5
Tampa	2,362	1,125	790	838	26,078	27
Tarpon Springs	1,600	1,100	810	868	5,940	5
Wauchula	1,400	900	670	716	4,980	5
West Palm Beach	2,000	1,350	1,089	1,133	11,135	9
Winter Haven	1,500	800	680	700	5,700	6
Inverness	1,280	800	520	613	3,120	3
Key West	1,200	800	580	653	3,160	3
DeLand	1,800	1,000	800	840	7,520	9
Cocoa	1,040	640	540	573	2,760	3
Apalachicola	1,200	900	.....	.....	.....	5
Seabreeze	1,280	800	680	700	5,480	6
Madison . . . . .	.....	1,000	800	850	.....	4
Marianna	1,200	600	600	600	3,000	3
Total	\$76,975	\$44,630	\$33,604	\$35,293	\$323,547	319

SALARIES OF TEACHERS.
1917-18.

SCHOOLS OF THE INTERMEDIATE TYPE.	Salary of the Principal.	Salary of the First Assistant.	Av. Sal. of As- sistants Exclu- sive of First.	Average Salary of All As- sistants.	Total of the Salary for the Whole Faculty.	Number of Assistants.
Brooksville	1,000	680	680	680	2,360	12
Chipley	1,450	600	600	600	2,650	12
Avon Park	1,000	600	600	600	2,200	12
Delray	1,237	985	678	780	3,577	33
Dunnellon	1,000	560	560	560	2,120	12
Eustis	1,400	680	640	660	2,720	12
Mayo	1,200	640	600	620	2,440	12
Milton	1,120	800	620	680	3,160	12
Monticello	1,100	460	460	460	2,480	12
Perry	1,400	1,000	600	800	3,000	12
St. Cloud	1,200	680	640	660	2,520	12
Starke	1,000	600	560	580	2,160	12
Titusville	1,120	640	560	600	2,320	12
Zephyrhills	1,080	600	600	600	2,280	12
Homestead	1,575	720	675	690	3,645	33
Graceville	1,000	600	480	540	2,080	12
Panama City	1,200	640	640	640	2,480	12
Lake Butler	1,000	560	520	540	2,080	12
Melbourne	1,040	640	560	600	2,240	12
Lemon City	1,800	1,350	720	930	4,590	33
Total	\$23,922	\$14,035	\$11,993	\$12,820	\$52,102	43

SALARIES OF TEACHERS.
1917-18.

SCHOOLS OF THE JUNIOR TYPE.	Salary of the Principal.	Salary of the First Assistant.	Av. Sal. of As- sistants Excl u- sive of First.	Average Salary of All As- sistants.	Total of the Salary for the Whole Faculty.	Number of Assistants.
Archer	\$ 1,000					
Howling Green	1,000					
Century						
Citra						
Floral City						
Fort White						
Freeport						
Greensboro						
Gretna						
Hastings						
Micanopy	800					
Millville						
Newberry						
Nocatee						
Ojus						
Oviedo						
Sebastian						
Sebring						
Tavares						
White Springs	1,000					
Wildwood	800					
Williston						
Greenwood	800					
Havana	840					
St. Andrews	955					
Bunnell	1,100					
Clermont	880					
Total	\$ 9,175					

SALARIES OF TEACHERS.
1917-18.

SCHOOLS WITH ONE HIGH SCHOOL ASSISTANT OR THE EQUIVALENT	Salary of the Principal.	Salary of the First Assistant.	Av. Sal. of As- sistants Exc lu- sive of First.	Average Salary of All As- sistants.	Total of the Salaries for the Whole Faculty.	Number of Assistants.	Length of Course in Yrs.
Alachua	\$ 1,000	\$ 520	\$ 520	\$ 520	\$ 2,040	2	4
Alva	1,000	560	560	560	1,560	1	4
Apopka	1,200	680	600	640	2,480	2	4
Bonifay	1,000	765	675	720	2,440	2	2
Boynton	1,125	720	600	660	2,445	2	2
Cocoanut Grove	1,200	480	480	480	1,680	1	4
Crescent City	1,200	480	480	480	1,680	1	4
Fernandina	1,200	480	480	480	1,680	1	4
Green Cove Springs...	1,800	600	600	600	2,400	2	4
Jasper	1,800	600	600	600	2,400	2	4
Labelle	1,800	600	600	600	2,400	2	2
Lawtey	1,800	600	600	600	2,400	2	2
Lynn Haven	1,800	600	600	600	2,400	2	4
Oakland-Winter Gard.	1,200	720	680	700	2,600	2	2
Safety Harbor	1,200	720	680	700	2,600	2	2
Stuart	1,000	520	480	500	2,000	2	4
Trenton	1,000	520	480	500	2,000	2	4
Waldo	1,000	560	560	560	1,560	1	4
Webster	1,000	560	560	560	1,560	1	4
Winter Park	1,200	760	680	720	2,640	2	2
Fellsmere	1,000	480	480	480	1,960	1	4
Okeechobee	1,000	480	480	480	1,960	2	2
Eau Gallie	1,000	600	600	600	1,600	1	4
Muscogee	800	600	600	600	1,400	1	4
Frostproof	1,000	600	600	600	1,600	1	2
High Springs	1,000	560	520	540	2,080	2	3
Total	\$18,525	\$ 9,725	\$ 9,235	\$ 9,480	\$32,485	29	....

LENGTH OF TERM, ETC.
1917-18.

Schools of the Senior Type. Name of Town or School.	Number of weeks in School Year	Length of Course in Yrs.	Number weekly Recitations for Each Pupil	Length of Sch. Day in Hrs.	TIME OF THE SESSION	Hrs. Wk. Given Hl. Sch. Instruc.	Length of Recitation.	Hours of Labora- tory per Week.	Min. in Each Lab. Period
Arcadia	32	4	20-25	5½	8:15-3:00	175	45	4	90
Bartow	32	4	20	6	8:15-3:05	150	42	9	84
Bradentown	32	4	20	5½	8:20-3:00	93½	45	8	90
Clearwater	32	4	25	6	8:00-3:15	115	45	25	90
Dade City	32	4	20	5½	8:30-3:15	165	45	25	90
Daytona	32	4	20	5½	8:30-3:15	175	40	12	80
DeFuniak Spgs.	32	4	20	5½	8:30-3:15	175	40	12	80
Duval High	36	4							
Ft. Lauderdale	32	4	20	5½	8:00-3:00	121½	45	7	90
Ft. Myers	36	4	20	5½	8:15-3:15	131	45	24	90
Ft. Meade	32	4	20	5½	8:30-3:15	78½	45	12	90
Ft. Pierce	32	4	16	5½	8:30-3:15	100	45	6	90
Gainesville	32	4	20	5½	8:30-3:15	135	45	13	90
Kissimmee	32	4	20	5½	8:30-3:15	124	45	45-50	
Lake City	32	4	20-25	5½	8:30-3:00		45		
Lakeland	32	4	20-25	5½	8:30-3:00		45		
Largo	32	4	20	5½	8:00-2:00		45	7	90
Leesburg	36	4	20	5½	8:00-2:00	300½	43	19½	88
Live Oak	32	4	20	5½	8:30-3:30	100	45	9	90
Miami	32	4	24	6½	8:30-3:00		45	41	90
Mulberry	32	4	20-25	5½	8:15-2:55	158	43	5	86
New Smyrna	32	4	20	5½	8:15-1:50	205	45	6	90
Ocala	34	4	20-25	5½	8:00-2:45	60	45	24	80
Orlando	32	4	2	5½	8:45-2:30		45		90
Palatka	32	4	12-20	5½	8:10-2:30	260	45	3	90
Palatka	32	4	20	5½	8:30-2:30	157	45	5	90
Palm Bay	32	4	25	5½	8:30-3:30	100	45	5	60
Palm Bay	36	4	20-27	5½	8:15-2:15	109	45	10	90
Quincy	32	4	20	5½	8:20-2:50	67	45	41	90
St. Augustine	32	4	20-25	5½	8:15-2:15	127	45	8	
St. Petersburg	32	4	20	5½	8:30-3:30		45	14	90
Sanford	32	4	20	5½	8:15-3:15	93½	45	13	90
Sarasota	32	4	20	5½	8:15-3:15	93½	45	13	90
Tallahassee	36	4							
Tampa	32	4	22	5½	8:30-3:00	120	45	5	90
Tarpon Springs	36	4	20	5½	8:15-2:45	180	45	8	90
Watchula	32	4	20	5	8:30-2:45	115	45	18½	90
West Palm Beach	32	4	20-25	5½	8:30-3:30	83½	45	5	40
Winter Haven	32	4	20	5½	8:15-3:00	104	45	10	90
Apalachicola	32	4	25	5½	8:15-3:15	97	45	10½	90
Cocoa	32	4	20	5½	8:50-3:00	75	45	8	90
Inverness	32	4	20-25	6	8:00-3:15	80	45	4	45
Key West	32	4	25	5½	8:20-3:15	78½	40	2	85
Madison	32	4	20-25	5½	8:15-3:00	107	43	6	85
Marianna	32	4	18	5½	8:30-3:15	118½	40	5	85
Seabreeze	32	4	20-25	5½	8:30-3:15	118½	40	5	85
DeLand	32	4	18	5½	8:30-3:15	118½	40	5	85

LENGTH OF TERM, ETC.
1917-18.

Schools of the Intermediate Type. Name of Town or School.	Number of weeks in School Year	Length of Course in Yrs.	Number weekly Recitations for Each Pupil	Length of Sch. Day in Hrs.	TIME OF THE SESSION	Hrs. Wk. Given Hi. Sch. Instruc.	Length of Recitation.	Hours of Labora- tory per Week.	Minutes in Each Labor- atory Period
Brooksville	32	4	20—25	5½	8:20—3:00	64	45	...	...
Chipley	32	4	20	5½	8:20—2:45	67½	...	...	...
Lemon City	36	3	20—25	5½	8:00—2:15	90	42	13	87
Delray	36	4	20	5½	7:45—2:45	125	45	8½	90
Dunnellon	32	4	20	5½	8:00—2:45	56½	45	1½	90
Eustis	32	4	20	5½	8:30—3:00	90	45	...	...
Homestead	36	4	20	6	7:45—3:30	91	45	3	90
Mayo	32	4	20	6½	8:00—4:00	60	45	1½	90
Milton	32	4	21	5½	8:20—3:30	67½	45	2½	90
Monticello	32	4	25	...	8:30—2:30	90	40	1	...
Perry	32	4	20	5½	8:30—3:15	75	40	2	40
Zephyrhills	32	4	20	6½	8:00—3:15	90	44	...	44
St. Cloud	32	4	20	5½	8:30—3:15	57½	40	...	40
Starke	32	4	20	5½	8:30—3:15	72	45	2	...
Titusville	32	4	20	5½	8:15—3:00	65	40	2½	40
Panama City	32	4	20—25	5½	8:25—3:15	56½	43—44	2	45—60
Lake Butler	32	4	20—25	6	8:00—3:15	86	42	3	60
Avon Park	32	4	25	5½	8:30—3:00	75	45	2	45
Graceville	32	4	20—25	5½	8:30—3:15	52½	45	4	45
Melbourne	32	4	20	5½	8:00—3:00	71½	45	6	90

LENGTH OF TERM, ETC.
1917-18.

Schools of the Junior Type. Name of Town or School.	Number of weeks in School Year	Length of Course in Yrs.	Number weekly Recitations for Each Pupil	Length of Sch. Day in Hrs.	TIME OF THE SESSION	Hrs. Wk. Given Hl. Sch. Instruc.	Length of Recitation.	Hours of Labora- tory per Week.	Minutes in Each Labor- atory Period
Alder	32	2	22	54	8:30—3:00	45	40		
Bowling Green	32	2	22	54	8:30—3:00	45	40		
Century	32	2	22	54	8:30—3:00	45	40		
Citra	32	2	22	54	8:30—3:00	45	40		
Floral City	32	2	22	54	8:30—3:00	45	40		
Fort White	32	2	22	54	8:30—3:00	45	40		
Freeport	32	2	22	54	8:30—3:00	45	40		
Greeneboro	32	2	22	54	8:30—3:00	45	40		
Gretna	32	2	22	54	8:30—3:00	45	40		
Hastings	32	2	22	54	8:30—3:00	45	40		
Micanopy	32	2	20—25	54	8:00—3:30	30	30		
Millville	32	2	20—25	54	8:00—3:30	30	30		
Newberry	32	2	20—25	54	8:00—3:30	30	30		
Nocatee	32	2	20—25	54	8:00—3:30	30	30		
Ojus	32	2	20—25	54	8:00—3:30	30	30		
Oviedo	32	2	20—25	54	8:00—3:30	30	30		
Sebastian	32	2	20—25	54	8:00—3:30	30	30		
Sebring	32	2	20—25	54	8:00—3:30	30	30		
Tavares	32	2	20—25	54	8:00—3:30	30	30		
White Springs	32	2	25	61	8:00—3:30	25	30—45		
Williston	32	2	20—25	54	8:10—3:00	28½	40		
Havana	32	2	20—22	53	8:15—3:30	45	45	1½	
St. Andrews	32	2	20—22	53	8:30—3:00	27½	30—45		
Clermont-Winter G'rd.	32	2	20—25	54	8:30—3:00	27½	30—45		
Greenwood	28	3	20	6	8:15—3:30	20	30		
Bunnell	32	2	20	53	8:00—3:00	20	30		
Wildwood	32	2	20	6	8:00—3:15	20	30		

LENGTH OF TERM, ETC.
1917-18.

Schools of the Irregular Type. Name of Town or School.	Number of weeks in School Year	Length of Course in Yrs.	Number weekly Recitations for Each Pupil	Length of Sch. Day in Hrs.	TIME OF THE SESSION	Hrs. Wk. Given Hl. Sch. Instruc.	Length of Recitation.	Hours of Labora- tory per Week.	Minutes in Each Labor- atory Period
Alachua	32	4	20	5½	8:00—3:20	75	40	8	90
Alva	32	4	20	6	8:30—3:45	60	45	8	90
Apopka	32	4	20	5½	8:30—2:30	60	40	8	80
Fellsmere	32	3	20	5½	8:30—3:15	33½	45	8	80
Bonifay	32	4	20	5½	8:00—3:15	60	45	8	90
Coccanut Grove	36	2	21	5½	8:00—3:15	60	45	8	90
Alva	32	4	20	6	8:30—3:45	60	45	8	90
Boynton	32	2	20	5½	8:15—3:00	35	40	8	60
Fernandina	32	4	20	5	8:30—2:30	50	38	8	45
Green Cove Springs	32	4	25	6	8:15—4:00	95	40	8	90
Jasper	32	4	25	6	8:15—4:00	95	40	8	90
Labelle	32	4	25	6	8:15—4:00	95	40	8	90
Lawtey	32	2	20	5½	8:15—3:30	50	44	4½	50
Frostproof	32	2	20	5½	8:15—3:30	50	44	4½	50
Lynn Haven	32	2	25	6	8:00—3:15	30	40	8	45
Okeechobee	32	2	25	6	8:00—3:15	30	40	8	45
Muscogee	32	4	20	5½	8:30—3:00	4½	45	3	45
Oakland-Winter Gard.	32	2	20	6	8:20—3:15	18	45	8	45
Safety Harbor	32	4	20	5½	8:15—3:00	90	42	8	85
Stuart	32	4	25	5½	8:00—2:50	62½	40	8	85
Trenton	32	4	20	6	8:15—3:30	60	45	8	85
Waldo	32	4	20	6	8:15—3:30	60	45	8	85
Webster	32	2	20—25	5	8:15—3:00	45	45	4	45
Winter Park	32	4	20	5	8:30—3:00	60	45	8	45
Eau Gallie	32	4	20	5	8:30—3:00	60	45	8	45
High Springs	32	3	20—25	5½	8:00—2:45	45	45	8	45

VOLUMES IN LIBRARY, 1917-18.

SCHOOLS OF THE SENIOR TYPE.	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	LIBRARY IN COMMUNITY			
									Is There One?	Number of Volumes	Does H. Use It?	Distance from H. s.
Arcadia	150	30	300	90	50	130	720	\$ 1,000	No	3,819	Yes	wide st.
Bartow	100	25	200	25	150	100	600	500	Yes	16,000	No	1 mlie
Bradentown	50	18	100	25	48	30	271	300	Yes	500	Yes	4 blocks
Clearwater	40	20	35	20	65	64	244	225	Yes	500	No	1 mlie
Cocoa	25	10	200	15	100	100	450	600	No	500	Yes	4 blocks
Dade City	325	125	300	100	50	100	1,200	1,500	Yes	350	Yes	3 blocks
Daytona	50	38	218	42	82	40	470	668	No	1,800	Yes	3 blocks
Deunlak Springs	16	6	64	6	126	60	282	2,000	Yes	500	No	2 blocks
Duval High	30	15	10	100	40	195	300	300	Yes	2,000	No	3 mlie
Fort Lauderdale	100	20	270	70	150	200	810	500	Yes	2,000	Yes	1 block
Fort Meade	70	20	50	10	30	270	450	575	Yes	850	Yes	1 block
Fort Pierce	200	50	300	100	250	200	1,100	1,200	No	500	Yes	1 block
Gainesville	30	15	10	100	40	195	300	300	Yes	2,000	Yes	3 blocks
Lake City	100	20	270	70	150	200	810	500	Yes	2,000	Yes	3 blocks
Kissimmee	70	20	50	10	30	270	450	575	Yes	850	Yes	1 block
Lakeland	200	50	300	100	250	200	1,100	1,200	No	500	Yes	1 block
Largo	30	15	10	100	40	195	300	300	Yes	2,000	Yes	3 blocks
Leesburg	100	20	270	70	150	200	810	500	Yes	2,000	Yes	3 blocks
Live Oak	90	30	90	5	60	200	445	500	Yes	500	Yes	2 blocks
Miami	200	104	271	37	170	169	782	1,000	Yes	500	Yes	3 mlie
Mulberry	40	10	20	30	16	169	285	300	No	500	Yes	3 mlie
New Smyrna	25	20	50	10	90	90	285	400	Yes	500	Yes	1 block
Ocala	90	25	350	31	69	35	600	1,000	Yes	500	Yes	1 mlie
Orlando	96	10	185	15	75	125	506	700	Yes	3,000	Yes	3 blocks
Palatka	70	60	440	40	90	180	700	800	Yes	2,000	Yes	3 blocks
Palmetto	60	6	300	5	100	29	500	600	No	500	Yes	1 mlie
Pensacola	200	200	20	80	500	300	1,200	300	No	500	Yes	1 mlie
Punta Gorda	84	78	320	40	150	180	852	1,100	Yes	500	Yes	1 mlie
Quincy	250	136	476	202	103	500	1,167	1,500	Yes	4,460	Yes	1 block
St. Augustine	25	25	100	100	50	300	600	600	Yes	500	No	1 block
St. Petersburg	8	6	250	25	50	160	499	350	Yes	7,000	Yes	3 mlie
Sanford	130	86	411	35	198	189	1,050	750	Yes	7,000	Yes	3 blocks
Sarasota	10	10	100	5	50	95	270	300	No	500	Yes	3 blocks
Tallahassee	100	50	100	50	100	100	500	500	Yes	2,000	Yes	3 mlie
Tampa	47	75	75	65	40	445	747	1,000	Yes	2,000	Yes	2 blocks
Tarpon Springs	93	14	166	33	38	40	384	400	Yes	2,000	Yes	1 mlie
Wauchula	40	60	120	10	72	213	515	300	Yes	2,000	No	3 mlie
West Palm Beach	37	76	2	18	107	240	250	250	No	500	Yes	2 blocks
Winter Haven	50	25	150	25	40	100	390	400	No	500	No	1 mlie
Seabreeze	75	75	75	50	100	50	425	250	Yes	500	No	1 mlie
Apalachicola	50	20	200	30	100	150	550	500	Yes	2,000	Yes	1 mlie
Marianna	3026	257	6577	1878	2981	4200	18,419	\$27,718	Yes	51,129	Yes	1 mlie
Inverness	3026	257	6577	1878	2981	4200	18,419	\$27,718	Yes	51,129	Yes	1 mlie
Madison	3026	257	6577	1878	2981	4200	18,419	\$27,718	Yes	51,129	Yes	1 mlie
DeLand	3026	257	6577	1878	2981	4200	18,419	\$27,718	Yes	51,129	Yes	1 mlie
Key West	3026	257	6577	1878	2981	4200	18,419	\$27,718	Yes	51,129	Yes	1 mlie
Totals	3026	257	6577	1878	2981	4200	18,419	\$27,718	Yes	51,129	Yes	1 mlie

VOLUMES IN LIBRARY, 1917-18.

SCHOOLS OF THE INTERMEDIATE TYPE.	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	LIBRARY IN COMMUNITY			
									Is There One?	Number of Volumes	Does H. Use It?	Distance from H. s.
Brooksville	12	12	50	....	30	50	154	100	Yes	....	....	1 mile
Chipley . . . . .	....	....	....	....	....	....	100	....	....	....	....	....
Delray	40	60	150	50	40	60	400	500	Yes	300	Yes	at sch'l
Dunnellon	33	18	283	4	25	37	400	280	No	....	....	....
Eustis . . . . .	....	....	....	....	....	....	....	300	Yes	....	No	1/4 mile
Homestead	20	12	200	20	24	....	430	400	No	....	....	....
Mayo	60	10	200	....	20	310	600	400	No	....	....	....
Milton	54	48	150	....	125	32	355	300	No	....	....	....
Monticello	12	5	30	30	20	5	102	100	Yes	....	No	1/2 mile
Perry . . . . .	....	....	40	....	12	25	77	60	Yes	....	Yes	6 blocks
St. Cloud . . . . .	....	....	....	....	....	....	200	250	Yes	....	Yes	3 blocks
Seabreeze . . . . .	....	....	....	....	....	....	....	....	....	....	....	....
Starke . . . . .	....	25	542	22	34	....	625	400	Yes	....	Yes	....
Titusville . . . . .	....	....	....	....	....	....	....	....	Yes	....	....	....
Zephyrhills	10	4	195	....	30	....	239	400	Yes	600	Yes	2 blocks
Lake Butler	46	23	118	63	50	109	409	400	Yes	1,450	Yes	sev blks
Graceville	18	5	59	7	20	50	159	....	No	100	little	1/2 mile
Avon Park	26	9	18	14	81	21	169	350	Yes	225	Yes	sch bldg
Panama City	40	19	25	10	8	35	137	175	No	....	....	....
Melbourne . . . . .	....	....	....	....	....	200	200	150	No	....	....	....
Lemon City	26	30	20	62	44	298	480	400	No	....	....	....
Totals	397	280	2080	282	563	1232	5,236	\$ 4,945	....	2,675	....	....

VOLUMES IN LIBRARY, 1917-18.

Schools With One High School Assistant and Usually a Four-Year Course.	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	LIBRARY IN COMMUNITY			
									Is There One?	Number of Volumes	Does H. Use It?	Distance from H. S.
Alachua	100	...	200	...	...	...	...	\$	...	...	...	...
Alva	6	...	...	...	16	...	235	...	Yes	...	Yes	2 bloc
Apopka	30	5	100	25	25	15	200	200	Yes	700	Yes	2 bloc
Bonifay	...	...	...	...	...	...	...	...	...	...	...	...
*Boynton	60	40	200	40	30	40	400	250	No	...	...	...
**Cocoanut Grv.	...	...	...	...	...	...	...	...	...	...	...	...
Crescent City	...	...	...	...	...	...	...	...	...	...	...	...
Fernandina	12	6	20	...	25	...	63	150	Yes	3,000	Yes	3 bloc
Eau Gallie	10	...	25	...	...	190	225	200	No	...	...	...
Fellsmere	...	...	50	...	20	...	70	100	Yes	900	...	¼ mil
*Frostproof	36	35	40	35	16	222	484	300	No	...	...	...
Green Cove Sprs.	...	...	...	...	...	...	...	...	...	...	...	...
**Jasper	50	47	60	30	50	70	307	500	No	...	...	...
High Springs	5	10	100	15	75	175	885	150	No	...	...	...
**Labelle	...	...	...	...	...	...	...	...	...	...	...	...
**Lawtey	...	...	...	...	...	...	...	...	...	...	...	...
*Lemon City	...	...	...	...	...	...	...	...	...	...	...	...
*Lynn Haven	...	...	...	...	...	...	...	...	...	...	...	...
Muscogee	...	...	...	...	...	...	...	...	Yes	150	Yes	...
Oakland-Winter Garden	...	...	...	...	...	...	...	...	...	...	...	...
Okeechobee	16	16	50	8	24	...	114	250	...	...	...	...
*Safety Harbor	10	15	30	5	25	40	120	200	Yes	50	Yes	½ mil
Stuart	...	...	...	...	...	...	...	...	...	...	...	...
Trenton	17	...	109	11	...	222	359	250	No	...	...	...
*Waldo	25	3	65	11	36	137	277	350	No	...	...	...
Webster	...	...	...	...	...	...	...	...	...	...	...	...
Winter Park	22	8	50	2	35	10	117	...	Yes	3,050	Yes	1 bloc
Totals	399	185	1099	182	377	1121	3,356	\$ 2,900	...	7,850	...	...

*Length of Course 3 Years.

**Length of Course 2 Years.

VOLUMES IN LIBRARY, 1917-18.

SCHOOLS OF THE JUNIOR TYPE.	History	Science	General Literature	Biography	Reference	Other Books	Grand Total	Value	LIBRARY IN COMMUNITY			
									Is There One?	Number of Volumes	Does H. S. Use It?	Distance from H. S.
Archer								\$				
Bowling Green..	8		45	3	22	100	178	150	No			
Bunnell	2	8	20	10	30		60	90	No			
Century												
Citra												
Clermont	3	1	5	3	15	190	217	200	Yes	1,000	Yes	
Floral City												
Fort White												
Freeport												
Greensboro												
Hastings												
Havana	12	10	56	7	5	100	200	75	No			
Micanopy	6						6	70	No			
Millville												
Newberry												
Nocatee												
Ojus												
Oviedo												
Sebastian												
St. Andrews	25	7	12	12	25	25	106	175	Yes		No	3 blocks
Tavares												
White Springs..	3		8		36	30	77	75	No			
Wildwood	4		54		23	10	91	100	No			
Williston												
Totals	63	26	200	35	156	455	935	935		1,000		

HIGH SCHOOL TEACHERS, 1917-18.

SCHOOLS OF THE SENIOR TYPE	Men	Women	Total	Number Holding Degrees	Number Teaching the Whole Time	Number Teaching Part Time	Number Daily Rec- itations per Tchr.	No. Daily Recita- tions of Principal	Years Principal Has Taught Here	Years 1st Asst. Has Taught Here	Years Av. Tchr. Has Taught	Number of New Teachers	No. Tchrs. Without Prev. Experience	No. Tchrs. Without Spl. Pedagog. Prep.
Arcadia	3	7	10	5	3	...	5	1	3	1	...	...	...	...
Bartow	1	7	8	5	6	12	5	...	3	1	...	4	...	...
Bradentown	2	3	5	5	4	1	6	3	12	1	...	2	1	...
Clearwater	3	3	6	5	5	1	5	3	12	1	...	5	...	...
Dade City	1	3	4	3	3	1	7	3	2	3	...	2	2	...
Daytona	4	7	11	9	10	1	5	...	3	1	...	4	1	3
DeFuniak Springs..	1	5	6	5	5	1	5	1	1	...	...	3	...	...
Duval High	7	19	26	...	...	...	...	...	...	...	...	...	...	...
Ft. Lauderdale	4	4	8	8	7	1	5	2	4	2	...	4	...	...
Ft. Meade	2	3	5	4	4	1	5	2	3	2	...	2	...	...
Ft. Myers	1	4	5	3	5	...	5	5	2	1	...	5	1	...
Ft. Pierce	2	4	6	4	5	1	5	1	1	3	...	9	1	...
Gainesville	2	6	8	7	6	2	5	1	4	2	...	6	2	2
Kissimmee	2	4	6	5	5	1	5	...	11	7	...	8	4	...
Lake City	1	4	5	3	4	1	6	3	2	16	12	2	...	...
Lakeland	4	4	8	3	7	1	5	0	7	3	...	3	...	...
Largo	2	3	5	5	...	...	...	...	...	...	...	...	...	...
Leesburg	1	3	4	...	4	...	5	4	1	2	...	...	...	...
Live Oak	1	3	4	4	3	1	6	3	1	4	...	4	...	...
Miami	4	14	18	14	14	4	6	...	4	6	...	8	...	...
Mulberry	1	4	5	1	3	2	6	3	6	4	...	6	1	...
New Smyrna	3	4	7	4	5	2	5	1	2	1	...	2	5	1
Ocala	2	5	7	4	5	2	5	...	4	2	...	7	5	...
Orlando	3	6	9	5	8	1	5	3	11	22	11	6	...	...
Palatka	2	4	6	4	5	1	6	2	2	2	...	9	2	...
Palmetto	2	2	4	...	4	...	6	5	2	2	...	2	...	...
Pensacola	4	12	16	11	12	4	5	2	2	7	...	4	3	1
Plant City	2	4	6	3	5	1	6	1	5	12	11	4	...	...
Punta Gorda	2	3	5	3	2	3	5	3	3	2	12	1	...	...
Quincy	1	5	6	3	4	2	5	2	1	5	6	2	...	...
St. Augustine	2	3	5	...	3	2	6	...	3	18	...	1	...	...
St. Petersburg	5	11	16	13	12	4	5	...	4	1	9	8	...	...
Sanford	2	5	7	7	6	1	5	3	1	2	6	6	1	...
Sarasota	1	3	4	3	3	1	5	3	10	1	10	2	...	...
Tallahassee	2	4	6	5	5	1	5	...	1	1	6	4	...	...
Tampa	8	21	29	19	...	...	...	...	...	...	...	...	...	...
Tarpon Springs	3	3	6	5	...	...	...	...	...	...	...	...	...	...
Wauchua	3	3	6	6	5	1	5	3	12	1	7	1	...	...
West Palm Beach..	4	5	9	7	6	3	5	...	1	3	8	2	...	...
Apalachicola	6	6	12	5	3	3	5	3	8	2	8	1	...	...
Cocoa	2	2	4	3	3	1	5	3	2	1	8	1	...	...
DeLand	3	7	10	5	5	5	5	...	1	10	9	5	2	1
Inverness	2	2	4	2	3	1	6	3	2	1	6	3	1	...
Key West	2	2	4	2	3	1	5	1	3	1	4	3	...	...
Madison	3	2	5	5	2	3	5	3	12	2	16	1	...	...
Marianna	1	3	4	...	3	1	6	3	3	3	...	1	1	...
Seabreeze	1	6	7	4	4	3	5	2	7	7	7	3	...	...
Winter Haven	1	6	7	5	6	1	5	1	4	1	7	3	1	...
	115	291	406	235	226	70	123	80	154	57	271	131	15	8

HIGH SCHOOL TEACHERS, 1917-18.

SCHOOLS OF THE INTERMED- IATE TYPE	Men	Women	Total	Number Holding Degrees	Number Teaching the Whole Time	Number Teaching Part Time	Number Daily Rec- itations per Tchr.	No. Daily Recita- tions of Principal	Years Principal Has Taught Here	Years 1st Asst. Has Taught Here	Years Av. Tchr. Has Taught	Number of New Teachers	No. Tchrs. Without Prev. Experience	No. Tchrs. Without Spl. Pedagog. Prep.
Avon Park.....	2	4	6	3	3	3	6	6	1	1	2	3	1	..
Brooksville.....	1	2	3	1	2	1	6	4	1	3	3	2	..	..
Chipley.....	1	2	3	..	3	..	6	5	1	1	..	3	..	..
Delray.....	3	1	4	3	..	4	6	4	1	1	1	4	1	..
Dunnellon.....	1	3	4	2	2	2	5	4	1	1	..	3	..	..
Eustis.....	1	2	3	3	3	..	6	5	1	2	3	1	..	..
Homestead.....	2	2	4	2	2	3	6	4	2	1	1	3	..	..
Mayo.....	2	1	3	..	1	1	6	4	4	1	..	1	..	..
Milton.....	3	2	5	5	1	4	6	4	2	2	10	3	..	..
Monticello.....	1	3	4	3	2	2	6	4	2	2	7	1	..	..
Perry.....	1	2	3	3	3	1	7	4	3	1	..	2	..	..
St. Cloud.....	1	2	3	1	3	3	6	6	1	6	6	2	..	..
Starke.....	2	1	3	3	2	1	5	4	4	1	6	1	..	..
Titusville.....	1	2	3	1	2	1	6	3	3	1	3	1	..	..
Zephyrhills.....	1	2	3	2	2	1	6	4	1	2	15	2	..	..
Lake Butler.....	3	..	3	3	2	1	6	4	8	1	5	1	..	..
Panama City.....	1	2	3	2	2	1	6	3	1	1	..	2	..	..
Graceville.....	1	2	3	2	2	1	5	4	1	1	3	2	..	..
Melbourne.....	1	2	3	2	3	..	6	5	3	1	3	3	..	..
Lemon City.....	2	2	4	4	1	3	5	4	1	1	7	4	1	..
	31	39	70	45	40	33	117	85	43	32	101	45	4	6

HIGH SCHOOL TEACHERS, 1917-18.

SCHOOLS OF THE JUNIOR TYPE	Men	Women	Total	Number Holding Degrees	Number Teaching the Whole Time	Number Teaching Part Time	Number Daily Rec- itations per Tchr.	No. Daily Recita- tions of Principal	Years Principal Has Taught Here	Years 1st Asst. Has Taught Here	Years Av. Tchr. Has Taught	Number of New Teachers	No. Tchrs. Without Prev. Experience	No. Tchrs. Without Spl. Pedagog. Prep.
Archer	1		1		1			8	1		16	1		
Bowling Green	1	1	2	1	1	1	3	6	1		5	1		
Century			2		1				1					
Citra														
Floral City														
Fort White														
Freeport														
Greensboro														
Gretna														
Hastings					1									
Micanopy		1	1					10	1			1		
Millville			1						1					
Newberry														
Nocatee														
Ojus														
Oviedo														
Panama City														
Sebastian														
Tavares														
White Springs	1		1		1			10	1		7	1		
Wildwood		1	1					7	1		7	1		
Williston														
Sebring														
Havana		1	1	1	1			8	8		11			
St. Andrews	1		1			1		4	1		5	1		
Clermont-Mineola . . .	1		1		1			9	1		8	1		
Greenwood	1	0	1		1			12	1		3	1		
Bunnell	1	1	2	2		2	4	4	1			2		
	7	5	12	4	7	4	7	80	7		62	10		

HIGH SCHOOL TEACHERS, 1917-18.

SCHOOLS WITH ONE ASSISTANT, OR AT LEAST ITS EQUIVALENT	Men	Women	Total	Number Holding Degrees	Number Teaching the Whole Time	Number Teaching Part Time	Number Dai'y Rec- itations per Tchr.	No. Daily Recita- tions of Principal	Years Principal Has Taught Here	Years 1st Asst. Has Taught Here	Years Av. Tchr. Has Taught	Number of New Teachers	No. Tchrs. Without Prev. Experience	No. Tchrs. Without Spl. Pedagog. Prep.
Alachua	1	2	3	1	2	1			1			1		
Alva	1	1	2											
Apopka	1	2	3	2		3	4	5	2	8	9			
Bonifay														
Boynton	1	2	3	1		3	4	4	1	2	4	2	1	
Carrabelle														
Cocoanut Grove	2	1	3	1		3	7	8	2	3	5	1		
Crescent City														
Eau Gallie	2		2	1	2		6	5	1	3	18	2		
Fernandina	1	1	2	1		2	8	8	1					
Fellsmere	1	1	2	2	1	1	8	3	1	1		2		
Frostproof	1	1	2	1	2		7	7	4	1	11	1		
Green Cove Springs														
High Springs	1	2	3		2	1	6	5	2	1	7	2		
Jasper	2	1	3	3	2	7	6	6	11	2		1		2
Labelle														
Lawtey														
Lynn Haven														
Muscogee		2	2	1	2		7	7	4	3	9			
Oakland-Wint. Gdn.														
Okeechobee	1	2	3		1	2	10	10	1	2	5	2		
Safety Harbor	1	2	3	2	1	2	4	4	2	1	3	2		
Stuart	1	2	3	2	2	1	6	6	3	3				
Trenton	1	2	3	1	2	1	8	8	2	1	15	1		
Waldo	1	1	2	2	2		6	5	4	3	13			
Webster														
Winter Park	1	2	3	2	1	2	6	3	1	1	9	2		
	20	27	47	24	24	23	108	100	52	38	120	19	1	2

VALUE OF LABORATORIES.
1917-18.

SCHOOLS OF THE SENIOR TYPE.	Special Rooms	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography	Domestic Science	Commercial Courses.	Manual Training	Agriculture.	Total Value.
Arcadia	Yes	\$ 750	\$ 750	\$ 250	\$ 125	75	\$ 750		\$ 2,500		\$ 5,200
Bartow	Yes	500	300	200	200	100	500				1,800
Bradentown	Yes	400	200				300				900
Clearwater	Yes	400	300	250	250	50	600		800		2,650
Dade City	Yes	250	250	50	50	50	100				750
DeFuniak Springs	Yes										1,500
Duval High											2,000
Ft. Lauderdale	Yes						400		400		1,000
Ft. Meade	Yes	150	150	50	40						390
Ft. Myers	Yes	415	315	25	25	50	400				1,230
Ft. Pierce	Yes	800	800	50	50	25		60			1,785
Gainesville	Yes	400	850	50	150						1,450
Kissimmee	Yes	350	100	30	50	10	175				715
Lake City	Yes	500	200	50	50	50	100	500			1,450
Lakeland	Yes	800	900	200		100	1,000	200			3,200
Largo											600
Live Oak	Yes	450	300	50		40	100				940
Miami	Yes	600	1,200	200			1,400	2,400	1,200		7,000
New Smyrna	Yes	300	150	50	50		250		400		1,200
Ocala	Yes	200		50	50	40	550				890
Orlando	Yes	275	200	125	25	75	500	500			1,700
Palatka	Yes	400	100			50	100				650
Pensacola	Yes	350	300	175	100	175	1,000	800			2,900
Plant City	Yes	700	300	100			500		1,500		3,100
Punta Gorda	Yes	250					300				550
Quincy	Yes	600	800	100			1,200				2,700
St. Augustine	Yes										2,700

St. Petersburg	Yes	1,300	300	225	225	100	1,000	.....	1,500	.....	4,650
Sanford	Yes	100	150	25	25	...	...	.....	...	...	400
Sarasota	Yes	500	150	.....	.....	.....	200	.....	200	.....	750
Tallahassee	Yes	300	100	30	50	25	550	500	.....	.....	1,555
Tampa . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000
Tarpon Springs	Yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	700
Wauchula	Yes	300	.....	25	50	25	650	.....	500	.....	1,550
West Palm Beach	Yes	2,000	2,000	.....	.....	.....	1,500	1,000	2,000	.....	8,500
Winter Haven	Yes	425	275	60	25	100	465	.....	.....	.....	1,350
Daytona	Yes	525	325	150	150	.....	1,000	500	400	.....	3,050
Leesburg	Yes	.....	.....	.....	.....	.....	.....	.....	.....	.....	200
Mulberry	Yes	125	200	25	25	...	300	.....	.....	.....	675
Palmetto	Yes	175	100	100	.....	60	400	.....	.....	.....	835
Cocoa	Yes	200	200	50	50	.....	.....	.....	25	.....	525
Inverness	Yes	125	100	.....	25	50	350	.....	25	.....	675
Apalachicola	Yes	300	.....	50	.....	.....	100	50	.....	.....	500
Marianna	Yes	500	.....	.....	.....	.....	200	.....	.....	.....	700
DeLand	Yes	500	50	50	50	25	1,000	.....	500	10	2,185
Seabreeze	Yes	200	150	25	.....	25	150	125	150	.....	825
Madison	No	225	.....	50	.....	25	.....	.....	.....	.....	300
Key West . . . . .	.....	200	150	100	.....	60	.....	.....	.....	.....	510
Totals		\$17,540	\$12,715	\$ 3,020	\$ 1,890	\$ 1,385	\$17,590	\$ 6,635	\$ 9,575	\$ 60	\$84,385

VALUE OF LABORATORIES.
1917-18.

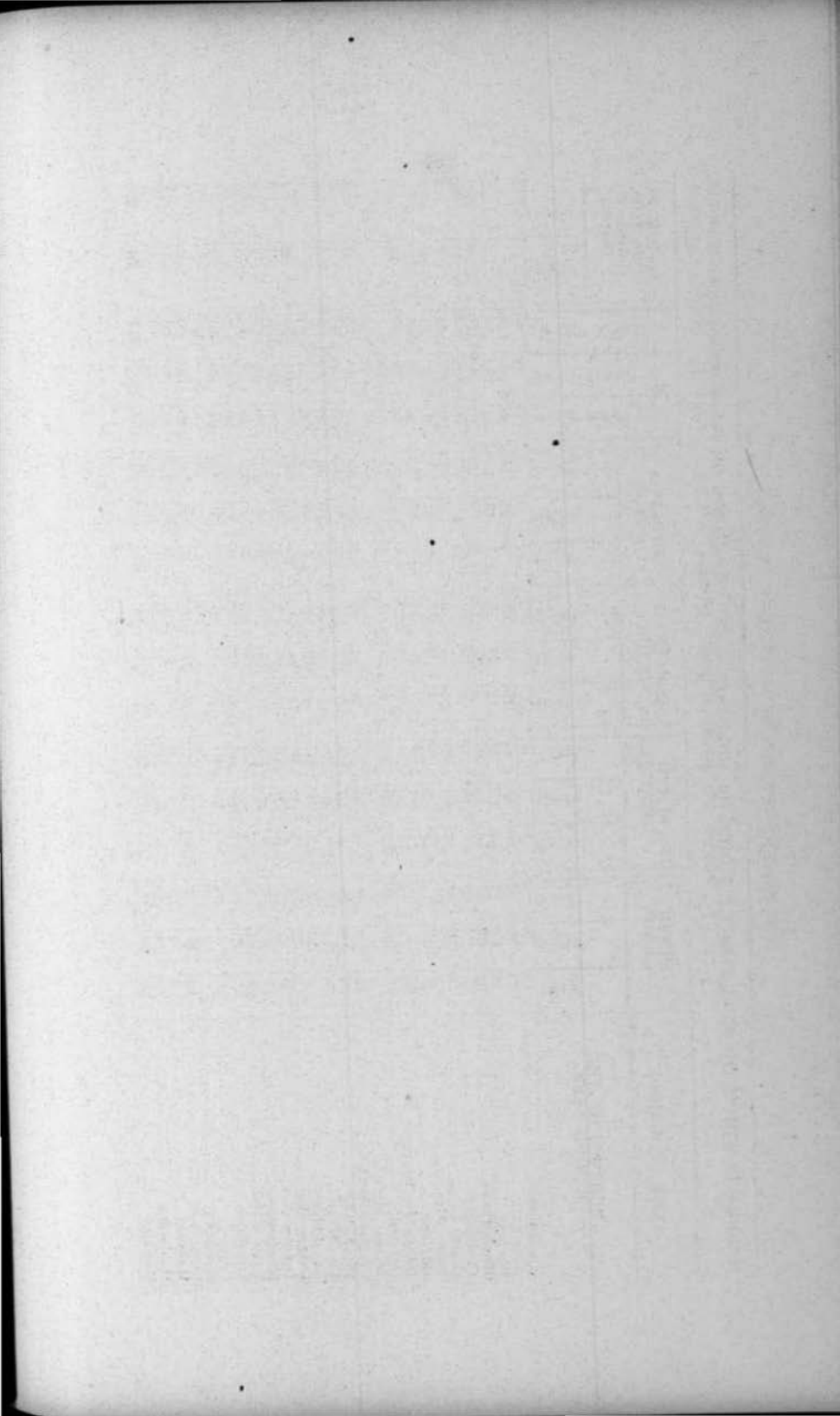
SCHOOLS OF THE INTERMEDIATE TYPE.	Special Rooms	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography	Domestic Science	Commercial Courses.	Manual Training	Agriculture.	Total Value.
Brooksville	Yes										
Chipley	Yes	50	200	50	100	100	300	200			1,000
Delray	Yes	250	200			50	400		500	100	1,500
Dunnellon	No	140		10	10		300				460
Eustis	No	400		100	100						600
Homestead	Yes	500	300	150	150		300		200	100	1,700
Mayo	No	275	175			10		220			680
Milton	No	100	15	30	25	20	75		30	20	315
Monticello	Yes	150									150
Perry	Yes	100	75	25							200
St. Cloud	Yes	200	225								425
Starke	Yes	40	75								115
Titusville	Yes	300		75							375
Zephyrhills	Yes										300
Panama City	Yes		100		375		150				625
Melbourne	No	125		20	15						160
Lake Butler	No	250	400	100	50						800
Graceville	Yes	10	15								25
Avon Park	Yes	100		20	20		300		75		515
Gonzalez											
Lemon City	Yes	400	400	150		90	400		250	350	2,040
Totals		\$ 3,290	\$ 2,180	\$ 730	\$ 845	\$ 270	\$ 2,225	\$ 420	\$ 1,055	\$ 570	\$11,985

VALUE OF LABORATORIES.
1917-18.

SCHOOLS OF THE JUNIOR TYPE.	Special Rooms	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography	Domestic Science	Commercial Courses.	Manual Training	Agriculture.	Total Value.
Archer											
Bowling Green											
Century											
Citra											
Floral City											
Fort White											
Freeport											
Greensboro											
Hastings											
Micanopy											
Millville											
Newberry											
Nocatee											
Ojus											
Oviedo											
Sebastian											
Tavares	No										
White Springs	No										
Wildwood											
Williston	No										
Bunnell	No										
Clermont-Mineola											
St. Andrews	No					25	100				125
Havana	No			10	10						20
Greenwood	No					25					25
Totals				\$ 10	\$ 10	\$ 50	100				170

VALUE OF LABORATORIES.
1917-18.

SCHOOLS WITH ONE HIGH SCHOOL ASSISTANT ON FULL TIME OR AT LEAST ITS EQUIVALENT.	Special Rooms	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography	Domestic Science	Commercial Courses.	Manual Training	Agriculture.	Total Value.
Alachua	Yes	\$ 200	\$ 15	\$ 50	..	..	..	..	..	..	265
Ava	No	165	185	25	25	..	200	..	..	..	600
Apopka	No	100	25	..	..	..	..	..	..	..	125
Bonifay	..	..	..	..	..	..	..	..	..	..	..
Boynton	Yes	150	..	150	..	..	100	..	150	..	650
Cocoanut Grove	..	..	..	..	..	..	..	..	..	..	..
Crescent City	..	..	..	..	..	..	..	..	..	..	..
Fernandina	No	150	..	..	..	..	..	..	..	25	175
Green Cove Springs	..	..	..	..	..	..	..	..	..	..	..
Jasper	No	100	..	..	..	100	..	..	..	..	200
LaBelle	..	..	..	..	..	..	..	..	..	..	..
Lawtey	..	..	..	..	..	..	..	..	..	..	..
Lynn Haven	..	..	..	..	..	..	..	..	..	..	..
Muscogee	No	..	..	..	..	..	..	..	..	..	..
Onkland-Winter Garden	..	..	..	..	..	..	..	..	..	..	..
Safety Harbor	Yes	..	..	..	..	..	400	..	350	..	750
Stuart	No	200	..	..	..	25	500	..	500	..	1,225
Trenton	No	25	..	..	..	..	..	..	..	..	25
Waldo	No	75	..	..	..	50	..	..	..	..	125
Webster	..	..	..	..	..	..	..	..	..	..	..
Winter Park	Yes	..	..	50	50	..	..	..	..	..	100
Fellsmere	Yes	..	..	..	..	..	..	..	..	..	..
Eau Gallie	No	100	..	50	..	..	..	..	..	..	150
Okeechobee	..	..	..	..	..	..	100	..	..	..	100
Frostproof	Yes	15	50	25	25	..	35	..	..	..	150
High Springs	Yes	..	..	..	..	..	..	..	..	10	10
Totals		\$ 1,280	\$ 275	\$ 350	\$ 100	\$ 175	\$ 1,435	..	\$ 1,000	\$ 35	\$ 4,650



NUMBER OF PUPILS IN DIFFERENT GRADES.

SCHOOLS IN WHICH THE FULL TIME OF THREE OR MORE ASSISTANT TEACHERS, OR ITS EQUIVALENT WAS DEVOTED TO HIGH SCHOOL WORK.

NAME OF SCHOOL	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys	Total Girls	Grand Total	No. H. S. Pupils from Outside the District	
SCHOOLS OF THE SENIOR TYPE	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				Boys	Girls
Apalachicola	13	15	28	1	7	8	10	7	7	3	3	3	14	32	46	.....	1
Arcadia	24	30	54	20	24	44	10	19	29	9	27	36	60	100	160	.....	.....
Bartow	10	31	41	14	20	34	11	17	28	5	16	21	40	84	124	.....	.....
Bradentown	32	22	54	16	14	30	6	6	12	8	6	14	62	48	110	.....	11
Clearwater	17	21	38	20	19	39	8	9	17	6	6	12	51	55	106	12	20
Cocoa	6	10	16	2	7	9	4	4	8	6	6	6	12	27	29	2	3
Dade City	7	20	27	8	4	12	4	9	13	2	7	9	21	40	61	2	4
Daytona	17	28	45	12	27	39	10	16	26	8	14	22	47	85	132	.....	.....
DeFuniak Springs	20	25	45	11	20	31	9	19	28	4	5	9	44	69	113	12	6
DeLand	13	34	47	10	28	38	2	6	8	6	5	11	31	73	104	.....	.....
Duval High . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	305	464	769	.....	.....
Ft. Lauderdale	18	18	36	8	19	27	5	15	20	7	6	13	38	58	96	4	16
Ft. Meade	7	16	23	8	12	20	7	12	19	5	5	10	27	45	72	1	1
Ft. Myers	14	17	31	11	19	30	5	10	15	7	11	18	37	57	94	5	4
Ft. Pierce	9	19	28	12	13	25	6	16	22	3	6	9	30	54	84	.....	.....
Gainesville	22	30	52	24	34	58	12	24	36	15	13	28	73	101	174	2	4
Inverness	6	8	14	5	9	14	2	15	17	5	7	12	18	38	57	4	8
Kissimmee	17	39	56	8	24	32	11	13	24	3	8	11	39	84	123	1	4
Lake City	21	14	35	17	11	28	5	5	10	5	8	13	48	38	86	5	4
Lakeland	35	43	78	26	40	66	15	20	35	5	19	24	81	122	203	.....	.....
Largo	11	7	18	5	11	16	2	2	4	3	9	12	21	29	50	.....	.....
Leesburg . . . . .	.....	23	.....	.....	17	.....	.....	14	.....	.....	13	.....	.....	67	.....	.....	.....
Live Oak	16	18	34	10	13	23	8	10	18	6	8	14	40	49	89	6	3
Madison	5	7	12	2	9	11	6	8	14	1	11	12	14	35	49	1	11
Marianna	10	14	24	8	6	14	1	7	8	3	10	13	22	37	59	1	3
Miami	82	96	178	41	52	93	23	25	48	11	32	43	157	205	362	16	22

Mulberry	13	7	20	6	12	18	6	9	15	6	7	13	31	35	66	11	9
New Smyrna	18	9	27	2	5	7	1	7	8	5	5	10	26	26	52	5	22
Ocala	15	21	36	9	34	43	7	12	19	5	14	19	36	81	117	8	5
Orlando	37	44	81	13	31	44	15	18	33	5	15	20	70	108	178	10	3
Palatka	14	17	31	4	16	20	5	9	14	1	6	7	24	48	72	6	6
Palmetto	20	21	41	5	8	13	5	7	12	1	12	13	31	48	79	4	3
Pensacola	55	95	150	40	65	105	36	60	96	7	30	37	138	250	388	11	20
Plant City	18	31	49	18	34	52	14	10	24	7	14	21	57	89	146	2	6
Punta Gorda	9	11	20	4	8	12	...	9	9	2	3	5	15	31	46	15	18
Quincy	28	32	60	14	21	35	11	8	19	7	13	20	60	74	134	10	28
St. Augustine	30	19	49	21	17	38	12	17	29	2	7	9	65	60	125	...	...
St. Petersburg	33	64	97	34	43	77	21	43	64	20	23	43	108	173	281	1	4
Sanford	22	24	46	16	25	41	15	23	38	3	10	13	56	82	138	...	...
Sarasota	7	12	19	3	11	14	3	6	9	1	5	6	14	34	48	...	...
Seabreeze	12	4	16	5	11	16	5	6	11	1	3	4	23	24	47	...	...
Tallahassee	18	19	37	13	20	33	5	10	15	6	9	15	42	58	100	2	...
Tampa	102	177	279	92	135	227	67	90	157	51	89	140	312	491	803	...	...
Tarpon Springs	15	12	27	8	9	17	3	7	10	5	5	10	31	33	64	...	...
Wauchula	16	27	43	12	15	27	10	5	15	4	5	9	42	52	94	...	...
West Palm Beach	16	28	44	13	23	36	11	15	26	7	6	13	47	72	119	10	15
Winter Haven	18	42	60	14	10	24	9	8	17	6	6	12	47	66	113	6	5
Key West	17	26	43	17	16	33	3	13	16	5	4	9	42	59	101	...	...
Totals	965	1324	2312	672	1011	1700	436	686	1136	289	539	836	2649	4024	6730	187	267

985

NUMBER OF PUPILS IN DIFFERENT GRADES.

SCHOOLS IN WHICH THE FULL TIME OF ONE ASSISTANT TEACHER, OR ITS EQUIVALENT, WAS DEVOTED TO HIGH SCHOOL WORK.

NAME OF SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			Total Boys	Total Girls	Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
SCHOOLS OF THE IRREGULAR TYPE.															
Alachua	7	8	15	5	2	7	1	5	6	2	3	5	15	18	33
Alva	3	1	4	2	...	2	1	1	2	3	1	4	9	3	12
Apopka	2	6	8	2	3	5	1	6	7	...	...	...	5	15	20
Boynton	6	1	7	...	5	5	...	...	...	...	...	...	6	6	12
Eau Gallie	...	...	...	2	1	3	...	6	6	1	2	3	3	9	12
Fellsmere	2	3	5	2	3	5	...	4	6	...	...	...	6	10	16
Fernandina	8	8	16	2	8	10	12	1	3	1	1	2	13	18	31
Frostproof	11	10	21	...	4	4	...	...	...	...	...	...	11	14	25
High Springs	3	10	13	1	4	5	...	3	3	...	...	...	4	17	21
Jasper	9	21	30	8	12	20	2	4	6	3	3	6	22	40	62
Muscogee	4	8	12	4	3	7	...	4	4	2	1	3	10	16	26
Oakland-Winter Garden	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Okcechobee	4	6	10	1	3	4	...	...	...	...	...	...	5	9	14
Safety Harbor	7	3	10	2	3	5	...	...	...	...	...	...	9	6	15
Stuart	8	10	18	1	2	3	...	3	3	3	5	8	12	20	32
Trenton	8	11	19	5	3	8	4	1	5	...	4	4	17	19	36
Waldo	5	8	13	2	3	5	...	...	...	4	2	6	11	13	24
Winter Park	2	3	5	3	1	4	...	...	...	...	...	...	5	4	9
Totals	89	117	206	49	60	102	13	38	51	19	22	41	163	237	400

NUMBER OF PUPILS IN DIFFERENT GRADES.

SCHOOLS IN WHICH THE FULL TIME OF TWO ASSISTANT TEACHERS, OR ITS EQUIVALENT, WAS DEVOTED TO HIGH SCHOOL WORK.

NAME OF SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			TOTALS.			Number High School Pupils from Outside the District	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total Boys	Total Girls	Grand Total		
SCHOOLS OF THE INTERMEDIATE TYPE																	
Avon Park	9	8	17	3	2	5	2	7	9	1	4	5	15	21	36	3	.....
Brooksville	15	16	31	6	8	14	4	6	10	5	4	9	30	34	64	.....	.....
Chipley	17	15	32	2	11	13	4	4	8	.....	4	4	23	34	57	.....	.....
Lemon City	5	7	12	3	8	11	7	2	9	.....	.....	.....	15	17	32	1	.....
Delray	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunnellon	6	5	11	2	1	3	.....	3	3	.....	3	3	8	12	20	.....	2
Eustis	5	7	12	4	2	6	2	5	7	.....	3	3	11	17	28	1	3
Graceville	5	6	11	4	2	6	.....	4	4	.....	2	2	9	14	23	.....	.....
Homestead	7	9	16	7	1	8	4	2	6	1	5	6	19	17	36	.....	.....
Lake Butler	6	6	12	3	16	19	3	5	8	1	6	7	13	33	46	.....	.....
Mayo	7	5	12	2	9	11	3	1	4	.....	3	3	12	18	30	3	6
Melbourne	8	7	15	6	2	8	.....	4	4	.....	3	3	14	16	30	.....	.....
Milton	5	9	14	2	6	8	2	5	7	.....	2	2	9	22	31	1	2
Monticello	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Panama City	2	7	9	5	5	10	5	4	9	3	.....	3	15	16	31	3	1
Perry	10	10	20	2	4	6	2	5	7	.....	2	2	14	21	35	1	4
St. Cloud	10	10	20	1	3	4	1	3	4	.....	3	3	12	19	31	.....	.....
Seabreeze	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Starke	4	9	13	8	5	13	9	6	15	7	1	8	28	21	49	.....	.....
Titusville	9	17	26	1	9	10	1	14	15	1	4	5	12	44	56	.....	.....
Zephyrhills	6	7	13	2	7	9	7	3	10	1	3	4	16	20	36	.....	.....
Totals	136	160	306	63	101	164	56	83	139	28	52	72	275	396	671	13	18

NUMBER OF PUPILS IN DIFFERENT GRADES.

SCHOOLS IN WHICH ALL OF THE HIGH SCHOOL WORK WAS DONE BY ONE TEACHER, USUALLY THE PRINCIPAL.

NAME OF SCHOOL.	NINTH GRADE			TENTH GRADE			ELEVENTH GRADE			TWELFTH GRADE			TOTALS.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total Boys	Total Girls	Grand Total
SCHOOLS OF THE JUNIOR TYPE.															
Archer	4	5	9	2	4	6							6	9	15
*Bowling Green	1	6	7		3	3							1	9	10
Bunnell															
Citra	3	6	9	2	4	6							5	10	15
Clermont-Minneola	6	3	9	3	4	7							9	7	16
Havana	4	8	12	1	1	2							5	9	14
Micanopy															
Ojus															
Oviedo															
Sebastian															
Sebring															
St. Andrews	4	8	12										4	8	12
Tavares															
Wildwood	1	3	4	2	6	8							3	9	12
Williston															
White Springs	3	3	6	4	4	8							7	7	14
Totals	25	42	68	14	26	40							40	68	108

*Part time of one assistant devoted to High School teaching.

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

SCHOOLS OF THE SENIOR TYPE.	Grammar	Composition	Rhetoric	Eng. Literature	Am. Literature	Adv. Arithmetic	Algebra	Pl. Geometry	Solid Geometry	Pl. Trigonometry	American Hist.
Apalachicola . . .	14	28	14	3	15	10	36	4	...	...	11
Arcadia	37	37	37	37	23	...	74	23	37	37	37
Bartow	34	41	34	28	21	...	41	55	6	6	15
Bradentown . . .	30	54	30	14	12	...	84	12	7	4	10
Clearwater . . .	38	39	38	12	17	...	67	17	5	5	...
Cocoa	7	16	7	6	6	...	22	3	...	...	1
Dade City	27	12	12	9	13	...	39	13	...	9	3
Daytona	26	37	26	23	10	...	58	31	3	7	8
DeFuniak Sprgs.	25	20	20	...	18	...	46	21	11	9	...
DeLand	38	47	38	11	10	...	91	10	3	3	14
Duval High . . .	324	324	199	123	105	...	324	199	...	...	105
Ft. Lauderdale .	27	38	27	32	7	...	60	15	...	1	13
Ft. Meade	20	21	20	10	8	...	52	16	4	4	...
Ft. Myers	24	26	24	17	13	...	62	14	8	8	17
Ft. Pierce	14	23	14	28	...	...	34	22	7	8	...
Gainesville . . .	51	51	57	28	39	13	80	70	15	15	24
Inverness	14	14	14	17	12	12	31	14	...	...	12
Key West	43	31	43	9	16	2	74	9	7	7	16
Kissimmee . . .	30	58	30	11	24	...	88	24	11	8	11
Lake City	29	32	29	16	19	...	58	10	4	...	6
Lakeland	66	78	66	24	35	66	144	35	...	24	24
Largo	18	18	15	12	4	16	34	17	...	...	12
Leesburg	23	23	17	14	13	...	40	14	...	...	13
Live Oak	23	34	23	14	18	57	57	18	13	12	14
Madison	11	12	11	...	23	...	25	10	12	12	12
Marianna	14	24	14	8	18	13	38	8	13	13	...
Miami	87	152	87	48	53	...	250	60	16	16	49
Mulberry	16	22	16	13	15	...	32	18	...	13	13
New Smyrna . . .	...	...	...	...	...	...	...	...	...	...	...
Ocala	41	30	41	17	27	15	84	22	5	7	17
Orlando	43	76	43	19	...	7	134	18	6	6	8
Palatka	20	31	20	7	14	...	51	14	...	7	7
Palmetto	...	...	...	...	...	...	...	...	...	...	...
Pensacola	95	130	95	35	85	66	159	85	7	6	35
Plant City	52	49	52	24	52	24	113	52	5	5	23
Punta Gorda . . .	12	20	12	5	9	...	32	9	5	5	5
Quincy	41	43	41	24	20	37	74	30	9	...	20
St. Augustine . .	49	49	38	9	29	...	87	29	9	9	9
St. Petersburg . .	75	86	...	23	77	...	167	33	14	14	24
Sanford	87	87	...	51	...	...	87	38	3	3	...
Sarasota	13	18	13	6	9	10	23	9	6	6	6
Seabreeze	16	16	15	...	15	...	20	6	...	...	...
Tallahassee . . .	28	66	28	16	22	...	55	24	11	11	16
Tampa	279	279	227	157	140	...	279	227	...	...	140
Tarpon Springs . .	27	27	17	10	10	...	44	10	2	2	10
Wauchula	44	28	44	9	15	...	72	15	9	9	9
West Palm Beach .	66	44	66	13	26	10	30	30	6	...	...
Winter Haven . .	24	60	24	17	12	13	84	17	...	4	...
Totals	1798	2127	1489	886	1024	295	3302	1230	279	315	663

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

SCHOOLS OF THE SENIOR TYPE.	Ancient Hist.	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Latin	Caesar	Cicero	Virgil	German	French	Spanish
Apalachicola . . .	27	10	14	12	37	23	37	12	18	19	11
Arcadia . . .	37	23	15	20	15	10	6	12	19	11	4
Bradentown . . .	54	30	11	28	27	7	3	8	12	10	9
Bartow . . .	41	34	8	30	10	7	8	12	10	9	7
Clearwater . . .	14	14	14	32	13	5	3	9	11	4	9
Cocoa . . .	27	12	3	14	10	4	3	11	8	9	9
Dade City . . .	35	24	8	30	10	7	8	12	10	9	7
Daytona . . .	45	31	37	7	5	106	22	11	8	9	9
DeFuniak Sprgs. . .	47	27	14	32	13	5	3	9	11	4	9
DeLand . . .	47	27	14	32	13	5	3	9	11	4	9
Duval High . . .	56	27	13	27	14	12	11	8	9	7	9
Ft. Lauderdale . . .	22	20	17	11	12	6	4	8	39	24	9
Ft. Meade . . .	29	29	17	11	12	6	4	8	39	24	9
Ft. Myers . . .	16	22	12	12	11	6	4	8	39	24	9
Ft. Pierce . . .	51	62	12	24	25	7	8	39	24	9	9
Gainesville . . .	14	14	24	14	12	2	2	8	39	24	9
Inverness . . .	14	14	24	14	12	2	2	8	39	24	9
Key West . . .	58	30	44	11	20	17	10	3	9	7	9
Kissimmee . . .	25	23	15	6	27	12	6	3	9	7	9
Lake City . . .	66	66	78	78	40	5	5	3	9	7	9
Lakeland . . .	66	66	78	78	40	5	5	3	9	7	9
Largo . . .	13	4	13	4	13	4	13	4	13	4	13
Leesburg . . .	23	18	34	13	12	2	2	8	39	24	9
Live Oak . . .	24	14	8	13	24	14	19	25	8	9	9
Marianna . . .	188	57	9	57	114	64	19	25	8	9	9
Miami . . .	12	25	12	12	16	4	6	5	8	9	9
Madison . . .	20	17	16	13	9	7	4	5	8	9	9
Mulberry . . .	20	17	16	13	9	7	4	5	8	9	9
New Smyrna . . .	34	49	49	28	19	6	3	17	5	17	5
Ocala . . .	45	23	49	65	26	4	8	6	17	5	17
Orlando . . .	34	22	9	7	24	17	3	3	17	5	17
Palatka . . .	34	22	9	7	24	17	3	3	17	5	17
Palmetto . . .	220	32	23	49	52	4	4	4	46	76	9
Pensacola . . .	52	15	9	5	10	11	7	4	27	9	9
Plant City . . .	20	12	9	5	10	11	7	4	27	9	9
Punta Gorda . . .	28	41	20	47	30	11	7	4	27	9	9
Quincy . . .	49	38	28	9	20	18	9	3	42	57	9
St. Augustine . . .	46	45	35	14	52	4	4	4	42	57	9
St. Petersburg . . .	38	13	46	44	4	2	1	3	4	18	9
Sanford . . .	23	14	9	6	9	7	2	1	3	4	18
Sarasota . . .	14	8	10	77	26	20	8	31	10	19	12
Seabreeze . . .	31	8	10	77	26	20	8	31	10	19	12
Tallahassee . . .	227	10	10	173	92	49	10	4	10	19	12
Tampa . . .	17	10	9	7	9	10	4	4	10	19	12
Tarpon Springs . . .	44	28	14	9	20	17	6	4	10	19	12
Wauchula . . .	41	7	10	12	25	12	6	4	10	19	12
West Palm Beach . . .	41	7	10	12	25	12	6	4	10	19	12
Winter Haven . . .	41	7	10	12	25	12	6	4	10	19	12
Totals . . .	1986	993	461	792	1322	808	261	188	51	298	325

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

SCHOOLS OF THE SENIOR TYPE.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Gen. Science	Miscellaneous
Apalachicola	12	..	..	11	..	..	..	..	..	..	14	11
Arcadia	37	23	37	..	..	..	..	..	..	..	..	..
Bartow	21	20	6	18	..	18	..	..	..	40	21	50
Bradentown	..	14	12	13	..	13	..	..	..	12	28	10
Clearwater	9	11	..	14	..	..	..	..	15	5	..	15
Cocoa	..	1	9	3	..	4	..	..	..	..	6	6
Dade City	9	17	..	10	..	10	..	..	..	18	..	..
Daytona	..	5	9	19	..	17	..	9	6	12	21	19
DeFuniak Springs	..	12	11	18	..	15	..	..	..	11	25	25
DeLand	21	13	..	25	..	25	..	..	14	20	21	..
Duval High	..	..	..	..	..	..	..	..	..	..	..	..
Ft. Lauderdale	14	5	20	13	..	13	..	..	..	15	9	103
Ft. Meade	..	18	7	14	..	14	..	..	..	..	2	..
Ft. Myers	..	4	8	11	..	14	11	..	..	..	20	..
Ft. Pierce	..	4	..	12	10	..	12	..	..	..	7	20
Gainesville	32	15	24	36	..	36	..	..	..	..	..	9
Inverness	14	8	..	..	14	..	..	..	..	39	14	12
Key West	21	9	..	17	..	..	..	..	..	..	28	..
Kissimmee	..	12	7	14	..	10	..	..	..	46	38	..
Lake City	20	..	..	..	..	..	..	..	..	..	20	..
Lakeland	38	35	9	26	..	26	..	..	..	80	38	..
Largo	13	4	..	17	..	..	13	..	16	18	..	..
Leesburg	23	..	..	..	..	..	..	..	..	..	..	..
Live Oak	21	16	14	20	..	20	..	..	..	..	21	..
Marianna	24	8	..	14	..	14	..	24	..	12	24	..
Madison	..	8	..	10	..	..	..	..	..	..	25	45
Miami	..	9	16	19	..	..	..	..	..	..	39	..
Mulberry	11	13	..	8	..	8	..	..	..	34	11	36
New Smyrna	..	..	..	..	..	..	..	..	..	..	..	..
Ocala	..	7	..	18	..	23	..	..	..	20	28	..
Orlando	..	15	10	..	..	..	..	..	..	36	102	85
Palatka	..	12	..	9	..	7	..	..	..	33	6	..
Palmetto	..	..	..	..	..	..	..	..	..	..	..	..
Pensacola	..	44	..	..	..	..	..	..	..	46	..	261
Plant City	..	15	15	16	..	..	..	..	..	..	49	..
Punta Gorda	20	9	..	12	..	12	..	..	..	36	..	20
Quincy	..	..	19	21	..	21	..	..	..	48	26	55
St. Augustine	20	29	9	38	..	38	..	..	..	..	..	..
St. Petersburg	54	40	14	..	..	..	..	6	6	36	40	..
Sanford	46	38	10	..	..	..	..	..	..	..	41	..
Sarasota	..	6	8	7	..	..	..	..	..	..	..	9
Seabreeze	..	..	4	..	..	..	..	4	3	3	10	7
Tallahassee	..	10	14	4	..	4	..	..	..	26	36	8
Tampa	..	..	..	108	..	108	..	..	..	..	..	..
Tarpon Springs	..	..	..	..	..	..	..	..	..	..	..	..
Wauchula	24	9	..	..	9	..	..	30	30	42	..	..
West Palm Beach	..	..	9	..	..	..	..	15	21	12	19	86
Winater Haven	..	19	6	12	..	12	..	..	..	63	35	63
Totals	508	549	329	605	23	494	24	88	95	745	819	961

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

SCHOOLS OF THE INTERME- DIATE TYPE.	Anc. History	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Latin	* Caesar	Cicero	Virgil	German	French	Spanish
Avon Park	17	4	....	17	12	6	4	3	....	7	...
Brooksville . . .	10	9	....	9	31	10	....	5	....	...	16
Chipley	32	13	8	4	32	14	14	....	....	...	...
Lemon City	5	7	1	....	6	7	....	....	....	...	6
Delray .....	....	11	....	....	7	6	1	....	1	....	6
Dunnellon	5	8	4	....	3	6	....	....	....	....	...
Eustis	12	6	....	3	12	4	7	3	....	2	...
Graceville	11	....	4	....	11	6	....	....	....	....	...
Homestead	15	....	7	....	2	....	....	3	....	....	19
Lake Butler	21	14	....	12	12	19	7	7	....	....	...
Mayo	12	12	....	3	5	10	4	....	....	....	...
Melbourne	11	....	....	1	6	4	....	....	....	....	7
Milton	15	11	2	....	....	....	....	....	....	....	...
Monticello .....	....	36	36	....	30	12	4	....	8	....	...
Panama City .....	....	10	....	12	17	3	2	....	....	....	...
Perry	20	6	7	2	....	....	2	....	....	....	...
St. Cloud	15	2	3	4	9	....	....	1	....	....	...
Starke	27	....	....	23	11	8	....	....	....	....	...
Titusville	22	8	....	18	14	6	....	....	....	....	13
Zephyrhills	9	10	13	13	7	9	....	3	....	....	...
Totals	254	167	85	121	227	130	13	25	9	9	67

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

SCHOOLS OF THE INTERME- DIATE TYPE.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Gen. Science	Miscellaneous
Avon Park	14	6	...	...	...	...	...	...	16	26	...	15
Brooksville	31	* 9	...	...	...	...	...	...	...	...	9	...
Chipley	...	3	...	13	...	13	...	...	...	...	...	...
Lemon City	...	...	9	20	...	32	32	...	15	10	...	7
Delray	...	4	...	...	...	...	...	...	4	...	5	...
Dunnellon	7	4	...	...	...	...	...	...	...	...	...	...
Eustis	...	...	...	6	...	6	...	...	...	...	...	...
Graceville	...	5	6	...	...	...	...	...	...	...	11	...
Homestead	...	8	...	...	...	...	...	5	5	12	11	...
Lake Butler	12	7	7	...	...	...	...	...	...	...	...	...
Mayo	6	4	3	...	...	...	...	...	...	...	6	...
Melbourne	...	...	...	10	...	10	...	...	...	...	...	...
Milton	14	3	...	...	...	...	...	22	...	8	4	...
Monticello	22	8	...	...	...	...	...	...	...	...	...	...
Panama City	9	...	12	...	...	...	...	...	...	...	9	...
Perry	20	6	2	6	...	6	...	...	...	...	...	...
St. Cloud	14	4	3	1	...	1	...	...	...	...	...	...
Starke	4	...	22	...	...	...	...	...	...	...	...	...
Titusville	...	19	...	...	...	...	...	...	...	...	13	...
Zephyrhills	13	14	...	9	...	9	...	...	...	...	...	...
Totals	166	95	67	71	...	77	32	27	40	56	68	22

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

Schools in which all High School work was done by one Teacher giving full time.	Grammar	Composition	Rhetoric	Eng. Liter.	Am. Liter.	Adv. Arith.	Algebra	Pl. Geometry	Sld. Geometry	Pl. Trigon.	Am. History
Archer											
Bowling Green... .	6	9	6				15				
Bunnell	4	5	4				9				
Century											
Citra											
Clermont	6	9					15				
Floral City											
Fort White											
Freeport											
Greensboro											
Gretna											
Hastings											
Havana	7	9	7				16				
Micanopy											
Millville											
Newberry											
Nocatee											
Ojus											
Oviedo											
St. Andrews		12					12				
Sebastian											
Sebring											
Tavares											
White Springs	7	7	7				7	7			
Wildwood	6	4	6				4	6			
Williston											
Totals	36	55	30				78		13		

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

Schools in which all High School work was done by one Teacher giving full time.	Anc. History	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Latin	Caesar	Cicero	Virgil	German	French	Spanish
Archer											
Bowling Green		15			7	3					
Bunnell	5	4			9	1					
Century											
Citra											
Clermont	9	6			9	6					
Floral City											
Fort White											
Freeport											
Greensboro											
Gretna											
Hastings											
Havana	9	7			9	7					
Micanopy											
Millville											
Newberry											
Nocatee											
Ojus											
Oviedo											
St. Andrews					12						
Sebastian											
Sebring											
Tavares											
White Springs	7	7			4						
Wildwood	10	4			3	8					
Williston											
Totals	40	43			53	25					

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

Schools in which all High School work was done by one Teacher giving full time.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mec. Drawing	Man. Training	Dom. Science	Gen. Science	Miscellaneous
Archer												
Bowling Green	5					3					3	
Bunnell												
Century												
Citra												
Clermont				5							9	10
Floral City												
Fort White												
Freeport												
Greensboro												
Gretna												
Hastings												
Havana	9											
Micanopy												
Millville												
Newberry												
Nocatee												
Ojus												
Oviedo												
St. Andrews	12											
Sebastian												
Sebring												
Tavares												
White Spring	7										7	
Wildwood												
Williston												
Totals	33			5		3					19	10

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

Irregular Schools in which the full time of one Assistant, or its equivalent was devoted to High School work.	Grammar	Composition	Rhetoric	Eng. Liter.	Am. Liter.	Adv. Arith.	Algebra	Pl. Geometry	Solid Geometry	Pl. Trigonometry	Am. History
Alachua	5	15	5		10						
Alva	4	4	3	4	12		4	1		3	
Apopka	8	5	8	8	5		13	7			
Bonifay											
Boynton	5	7	5				12				
Cocoanut Grove											
Crescent City											
Eau Gallie	3	3	3	6	6		6	3		3	6
Fellsmere	7	8	7				8	18		12	
Fernandina	10	16	10	2	12		26	2		12	
Frostproof	4	21	4			6	25	1			
Green Cove Sprs.											
High Springs	3	10	3		5		16	5			
Jasper	30	20	12		12		52	14	14	3	9
Labelle											
Okeechobee	10	4	10				14				
Lawtey											
Lynn Haven											
Muscogee	12	7	7	7			12	12	2	2	7
Oakland-Winter Garden											
Safety Harbor	5	10	5				10				
Stuart											
Trenton	8	19	8	4	5		24	8	9	4	4
Waldo	6	5	6	6	6		13	10	6	6	6
Webster											
Winter Park	3	3	4				7				
Total	123	157	99	37	53	6	242	81	31	25	32

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

Irregular Schools in which the full time of one Assistant, or its equivalent was devoted to High School work.	Anc. History	Med. & Mod. Hist.	Eng. History	Civics	1st Yr. Latin	Coesar	Cicero	Virgil	German	French	Spanish
Alachua	6	6	6	6	6	6	6	6	6	6	6
Alva	5	7	6	6	8	5	6	6	6	6	6
Apopka	7	6	6	6	7	6	6	6	6	6	6
Bonifay	7	6	6	6	7	6	6	6	6	6	6
Boynnton	7	6	6	6	7	6	6	6	6	6	6
Cocoanut Grove	7	6	6	6	7	6	6	6	6	6	6
Crescent City	7	6	6	6	7	6	6	6	6	6	6
Eau Gallie	7	6	6	6	7	6	6	6	6	6	6
Fellsmere	16	10	2	10	6	6	2	2	6	6	6
Fernandina	21	4	6	7	6	6	6	6	6	6	6
Frostproof	21	4	6	7	6	6	6	6	6	6	6
Green Cove Sprs.	10	5	3	6	6	6	6	6	6	6	6
High Springs	20	20	30	20	30	20	6	6	6	6	6
Jasper	20	20	30	20	30	20	6	6	6	6	6
Labelle	10	6	6	10	4	6	6	6	6	6	6
Okeechobee	10	6	6	10	4	6	6	6	6	6	6
Lawtey	10	6	6	10	4	6	6	6	6	6	6
Lynn Haven	19	6	6	7	12	7	5	6	6	6	6
Muscogee	19	6	6	7	12	7	5	6	6	6	6
Oakland-Winter Garden	19	6	6	7	12	7	5	6	6	6	6
Safety Harbor	19	8	5	4	19	6	2	4	6	6	6
Stuart	19	8	5	4	19	6	2	4	6	6	6
Trenton	19	8	5	4	19	6	2	4	6	6	6
Waldo	19	8	5	4	19	6	2	4	6	6	6
Webster	19	8	5	4	19	6	2	4	6	6	6
Winter Park	4	6	6	6	6	6	6	6	6	6	6
Total	137	109	46	37	153	70	15	12	6	6	6

NUMBER OF PUPILS IN EACH SUBJECT—1917-1918.

Irregular Schools in which the full time of one Assistant, or its equivalent was devoted to High School work.	Phys. Geog.	Physics	Chemistry	Botany	Biology	Zoology	Agriculture	Mac. Drawing	Man. Training	Dom. Science	Gen. Science	Miscellaneous
Alachua	15	10	4	13	..	8	..	..	..	..	15	..
Alva	..	..	7	..	..	..	..	..	..	6	..	6
Apopka	..	7	..	..	..	..	..	..	..	..	15	..
Boynton	7	..	..	..	6	..	..	..	..	6	..	..
Bonifay	..	..	..	..	..	..	..	..	..	..	..	..
Cocoanut Grove	..	..	..	..	..	..	..	..	..	..	..	..
Crescent City	..	..	..	..	..	..	..	..	..	..	..	..
Eau Gallie	9	3	..	..	..	..	..	..	..	..	..	..
Fellsmere	10	..	..	..	..	..	..	..	..	..	..	11
Fernandina	16	..	..	..	13	..	..	..	..	..	..	2
Frostproof	6	..	..	4	..	2	..	..	..	..	21	..
Green Cove Springs	..	..	..	..	..	..	..	..	..	..	..	..
High Springs	13	3	..	3	..	3	..	..	..	..	13	..
Jasper	30	10	..	30	..	30	..	..	..	..	20	..
Labelle	..	..	..	..	..	..	..	..	..	..	..	..
Okeechobee	10	..	..	4	..	4	..	..	..	..	..	..
Lawtey	..	..	..	..	..	..	..	..	..	..	..	..
Lynn Haven	..	..	..	..	..	..	..	..	..	..	..	..
Muscogee	..	..	..	7	3	..	..	..	..	..	..	..
Oakland-Winter Garden	..	..	..	..	..	..	..	..	..	..	..	..
Safety Harbor	..	..	..	..	..	..	..	..	8	7	..	..
Stuart	..	..	..	..	..	..	..	..	..	..	..	..
Trenton	19	5	..	8	..	8	..	..	..	..	19	..
Waldo	..	..	..	..	..	..	..	..	..	..	..	..
Webster	..	..	..	..	..	..	..	..	..	..	..	..
Winter Park	..	..	..	..	..	4	..	..	..	..	3	..
Totals	135	38	11	69	22	59	..	..	8	13	106	19

POPULATION, REVENUE, ETC.—1917-18.

SCHOOLS OF THE SENIOR TYPE.	Annual Expend. for Equip'm't.	Approximate Value of High School Property.	Population of the Town or District.	School Population.	Total Enroll'm't Eighth Grade.	Total Enroll'm't Elementary and Gram. School.	Tchrs. Having No High Sch'l Class.	Sources of Revenue for Maintain'g the High School		
								General Public Fund.	Special Tax Fund.	Total Amount for High School.
Arcadia	100	\$115,000	4,500	500	40	470	15	\$ 5,900	\$ 300	\$ 5,300
Bartow	150	68,000	5,000	500	51	477	16	5,452	1,500	6,952
Bradentown		55,000	6,000	500	43	400	16			
Clearwater	150	40,000	4,000	450	42	325	11	4,800	1,920	6,720
Dade City	100	20,000	2,000	400	23	259	8	3,320		
Daytona	200	73,210	5,000	750	37	531	20	22,000	9,000	31,550
DeFuniak Sps.		65,000	3,500	650	40	400	10	7,832	1,555	9,388
Duval High		110,500								
Ft. Lauderdale		65,000	3,500	542	29	349	15	22,060	1,088	29,149
Ft. Meade	75	30,000	2,500	600	45	400	12	3,640	520	4,160
Ft. Myers		50,000	6,500	1,000	29	480	21			
Ft. Pierce			4,000	750			10			
Gainesville		150,200	7,000	1,000	71	687	22	4,560	3,500	8,060
Kissimmee		15,000	4,000	552	38	445	17	6,840		6,840
Lake City	100	40,000	6,000	1,000	33	320	9	3,800	500	4,300
Lakeland			9,000	1,600	90	1,010	43			
Largo		30,000								
Leesburg		60,000								
Live Oak	100	69,900	7,000		48	381	10			
Miami	300		30,000	3,224	172	2,896	70	19,415	6,182	25,597
Mulberry		15,000	1,400	500	20	409	9	3,535	505	4,040
New Smyrna	200	63,000	3,000	600	22	345	9	5,100	2,200	7,405
Ocala	150	80,000	5,000	800	50	615	20			6,500
Orlando	60	50,000	10,000	1,500	80	750	26	5,285	3,500	8,785
Palatka	150	16,000	6,000	1,100	34	379	13	3,600	1,600	5,200
Palmetto	140	38,360	2,500	315	19	246	9	3,820		3,820
Pensacola	400	30,000	15,000	2,500	205	2,112	70	12,660		12,660
Plant City		65,000	4,000		70	784	17	6,500		6,500
Punta Gorda	100	25,000	1,900	300	23	254	7	2,880	240	3,120
Quincy		43,486	4,000	500	38	322	9			7,105
St. Augustine		127,400								
St. Petersburg	100	53,000	35,000	1,300	85	1,150	37	10,000	10,000	20,000
Sanford	75	30,000	7,000	1,000	50	400	12	5,600	1,850	7,450
Tallahassee		82,050	7,500	750	41	589	18	15,829	1,916	17,745
Tampa		212,200								
Tarpon Springs		45,000	4,000		223		8			
Wauchula	100		3,000	800	46	664	14	4,980		4,980
W. Palm Beach	500	50,000	10,000	1,500	52	750	23	17,929	22,118	40,248
Winter Haven	500	50,000	3,500		38	340	10	6,800	3,600	11,171
Marianna		30,000	3,000	400	30	269	9	4,375	2,625	7,000
Apalachicola		30,000	3,000		10	195	5	3,500		
Inverness	200	30,000	1,200	235	15	176	7	6,480		6,480
Cocoa	350	60,000	1,200		24	200	5	2,760	1,000	3,760
Sarasota	250	30,000	2,300	600	19	285	9	3,600		3,600
Madison		35,000	2,000		37	337	7	1,900	650	2,450
Key West			26,000	1,600	59	1,500	39			
Seabreeze	100	65,000	1,500	320	23	233	8	2,950	1,050	4,048
DeLand	100	91,500	4,000	550	29	376	15	4,080	1,820	6,000
	4,650	\$984,556	216,500	30,678	2,171	23,510	840	\$193,082	\$86,739	\$237,143

POPULATION, REVENUE, ETC.—1917-18.

SCHOOLS OF THE INTERME- DIATE TYPE.	Annual Expend. for Equipm't.	Approximate Value of High School Property.	Population of the Town or District.	School Population.	Total Enrollm't Eighth Grade.	Total Enrollm't Elementary and Gram. School.	Tchrs. Having No High Sch'l Class.	Sources of Revenue for Maintaining the High School		
								General Public Fund.	Special Tax Fund.	Total Amount for High School.
Avon Park.....	\$200	\$ 25,000	2,000	1,000	17	140	5	\$ 4,360	\$ 1,000	\$ 5,360
Brooksville.....	.....	.....	.....	.....	33	275	8	.....	1,000	.....
Chipley.....	.....	35,000	3,500	2,500	27	420	9	2,890	200	3,090
Lemon City.....	.....	30,000	1,000	.....	16	169	4	4,070	1,650	5,720
Delray.....	900	10,000	1,000	300	24	191	5	4,200	2,100	.....
Dunnellon.....	20	17,559	2,500	200	16	142	5	2,775	1,800	4,575
Eustis.....	.....	12,000	2,500	1,000	8	100	4	.....	.....	.....
Homestead.....	.....	40,000	1,300	.....	16	178	7	3,515	350	4,365
Mayo.....	50	16,000	900	150	26	181	5	2,940	.....	2,940
Milton.....	100	40,000	.....	.....	38	363	5	.....	.....	.....
Monticello.....	.....	25,000	2,000	400	14	228	6	4,500	1,500	2,500
Perry.....	75	34,795	3,800	500	32	389	9	3,000	.....	.....
Panama City.....	100	32,955	3,000	480	25	345	9	2,600	.....	2,600
St. Cloud.....	125	20,000	.....	.....	17	258	9	2,000	600	2,600
Starke.....	20	40,000	.....	.....	12	319	6	1,920	1,709	3,629
Titusville.....	.....	75,000	1,200	300	15	220	8	4,775	1,525	5,300
Zephyrhills.....	.....	5,000	1,000	300	24	151	6	3,900	1,100	2,370
Melbourne.....	40	5,000	1,000	250	17	180	5	.....	.....	.....
Graceville.....	250	.....	1,600	450	9	285	5	1,300	780	2,520
Lake Butler.....	100	30,000	1,000	300	28	212	5	2,060	945	4,085
	1,980	\$493,309	\$29,300	8,130	414	4,746	125	\$ 50,805	\$15,259	\$ 51,854

POPULATION, REVENUE, ETC.—1917-18.

SCHOOLS OF THE IRREG- ULAR TYPE.	Annual Expend. for Equipm't.	Approximate Value of High School Property.	Population of the Town or District.	School Population.	Total Enrollm't Eighth Grade.	Total Enrollm't Elementary and Gram. School.	Tchrs. Having No High Sch'l Class.	Sources of Revenue for Maintain'g the High School		
								General Public Fund.	Special Tax Fund.	Total Amount for High School.
Alachua	...	\$ 30,000	\$10,000	300	15	167	5	.....	.....	.....
Alva	...	20,200	.....	.....	2	85	3	.....	.....	.....
Apopka	50	5,000	800	175	20	110	4	1,650	335	1,985
Bonifay . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boynton	100	30,000	900	.....	7	110	3	3,000	1,500	4,500
Cocoanut Grove.	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crescent City...	...	12,500	1,250	562	14	149	4	3,091	1,502	4,593
Fernandina . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Cove Sps.	...	13,000	1,500	400	25	271	6	3,100	.....	.....
Jasper . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Labelle	...	50,000	500	120	.....	70	3	.....	.....	.....
Fellsmere . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawtey	...	30,000	1,000	.....	16	169	4	4,070	1,650	5,720
Lemon City . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lynn Haven . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Gallie	...	2,000	.....	.....	10	100	4	1,200	400	1,600
Muscogee	...	2,800	.....	.....	7	100	3	2,200	600	2,850
Oaki'd-W. G'den	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Safety Harbor...	50	6,000	400	100	3	70	3	3,720	800	4,520
Stuart	100	.....	800	180	10	134	4	2,390	1,120	3,500
Trenton	50	8,000	1,000	225	18	161	5	1,680	320	2,000
Waldo	...	6,000	800	.....	10	118	4	1,200	360	1,560
Webster . . . . .	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Winter Park	50	35,525	1,000	160	10	130	6	2,640	.....	2,640
Okeechobee	...	50,000	2,100	.....	17	300	9	17,000	.....	.....
High Springs	...	28,875	950	.....	11	167	5	1,680	1,100	2,780
Frostproof	150	16,460	800	220	6	140	4	950	629	1,529
	400	\$153,660	\$ 7,850	885	92	1,320	43	\$ 33,460	\$ 4,920	\$ 21,379

POPULATION, REVENUE, ETC.—1917-18.

SCHOOLS OF THE JUNIOR TYPE.	Annual Expend. for Equipm't.	Approximate Value of High School Property.	Population of the Town or District.	School Population.	Total Enrollm't Eighth Grade.	Total Enrollm't Elementary and Gram. School.	Tchrs. Having No High Sch. Class.	Sources of Revenue for Maintain'g the High School		
								General Public Fund.	Special Tax Fund.	Total Amount for High School.
Archer										
Bowling Green			1,000	220	9	156	4	3,030	290	3,480
Century										
Citra										
Floral City										
Fort White										
Freeport										
Greensboro										
Hastings										
Micanopy		6,800	.....	.....	6	81	3	600	200	800
Millville										
Newberry										
Nocatee										
Ojus										
Oviedo										
Greenwood		5,000	400	.....	8	31	1	.....	.....	.....
Clermont		17,000	200	160	18	101	4	.....	.....	.....
Sebastian										
Tavares										
White Springs		10,400	.....	.....	.....	.....	.....	875	125	1,000
Wildwood		16,000	.....	125	20	113	3	1,300	780	2,080
St. Andrews	100	8,400	1,500	210	10	197	6	2,560	1,020	3,580
Havana			1,500	200	10	74	5	2,920	500	3,420
Bunnell			500	120	15	100	2	800	.....	800
	\$ 100	\$ 51,800	\$ 5,100	1,035	96	853	28	\$ 11,885	\$ 2,915	\$ 15,160

Value of High School Property, \$3,405,075.

Total amount expended for High Schools, \$447,334.

THE DISTRIBUTION OF HIGH SCHOOL GRADES.

TOTAL OF GRADES OF PUPILS IN TWELVE HIGH SCHOOLS FOR 1916-17.
(Not all these schools have the same passing grade.)

SUBJECT.	NUMBER OF GRADES.												
	A+ (97-100)	A- (93-96)	B+ (89-93)	B- (85-88)	C+ (81-84)	C- (77-80)	D+ (73-76)	D- (70-72)	E+ (67-69)	E- (64-66)	F+ (60-63)	Below 60	Dropped
Agriculture, H. S.	2	6	6	5	6	...	2	...	...	...	...	...	27
Zoology	1	5	4	2	5	...	10	1	...	...	...	1	30
Biology	...	11	26	43	28	12	17	24	4	2	4	5	176
Commercial Law	...	...	3	2	2	...	1	...	...	...	...	...	10
Bookkeeping	...	6	18	6	14	14	8	3	1	...	4	2	76
Stenography & Typewtg	4	7	8	4	7	17	7	3	...	...	...	...	63
Botany	2	6	10	13	7	2	6	...	...	...	...	2	48
Chemistry	3	14	18	15	15	16	19	16	3	2	...	1	123
Home Economics	19	93	60	61	50	40	29	17	4	...	1	1	376
Drawing (Geometric)	...	...	1	5	...	...	...	...	...	...	1	...	5
English	38	158	307	207	238	127	182	89	28	23	19	39	1475
French	5	13	25	25	15	9	10	12	1	...	...	1	116
General Science	3	23	56	3	51	34	29	11	7	8	7	20	312
German	1	3	6	9	15	10	8	5	3	...	2	7	69
History	40	101	175	...	112	86	132	90	27	12	21	18	951
Latin	12	72	82	79	89	35	95	75	42	30	14	32	687
Manual Training	7	4	7	9	15	...	3	2	...	1	...	4	52
Algebra, 1st Course	12	37	98	76	83	52	82	66	18	21	19	50	630
Algebra, 2nd Course	11	20	28	33	31	31	28	28	17	16	7	8	269
Plane Geometry	22	33	45	41	34	38	27	27	9	8	3	31	325
Solid Geometry	10	8	12	11	9	9	6	1	...	...	...	...	65
Trigonometry	4	13	10	13	6	5	11	4	...	...	1	1	68
Physics	8	14	24	24	18	15	33	13	2	1	3	4	163
Physical Geography	...	5	6	12	20	6	16	13	6	2	4	2	102
Spanish	1	8	19	8	18	10	8	6	1	2	3	3	87

THE DISTRIBUTION OF HIGH SCHOOL GRADES.

TOTAL OF GRADES OF PUPILS IN SEVEN HIGH SCHOOLS FOR 1917-18.
(Passing grade in these schools 70 per cent.)

SUBJECT.	NUMBER OF GRADES.													No. Pupils Enrolled in the Subject
	A+ (97-100)	A- (93-96)	B+ (89-93)	B- (85-88)	C+ (81-84)	C- (77-80)	D+ (73-76)	D- (70-72)	E+ (67-69)	E- (64-66)	F+ (60-63)	Below 60	Dropped	
Spelling and Writing	...	1	4	7	3	...	2	4	1	...	1	...	18	41
Arithmetic	1	3	2	...	...	2	...	...	...	...	...	...	2	10
Commercial Arithmetic	...	4	7	13	4	4	5	6	2	1	6	14	...	66
Zoology	6	9	11	2	1	...	...	...	...	...	...	...	1	30
Stenography	3	24	21	18	10	9	7	2	2	1	...	2	6	105
Bookkeeping	3	7	17	27	16	14	11	2	2	1	...	7	2	109
Typewriting	4	6	...	2	...	1	...	...	...	...	...	...	4	17
Botany	3	5	11	4	12	...	3	...	...	...	...	...	5	43
Chemistry	1	15	6	8	8	2	3	2	1	...	...	...	7	53
Art and Science	...	4	9	16	18	10	7	4	...	1	...	2	18	89
Commer. Geog. & Law.	...	...	2	12	...	8	2	1	...	...	...	4	...	29
Drawing, Mechanical	...	3	4	3	2	...	1	...	...	...	...	...	...	13
English	57	76	145	173	119	76	72	47	13	16	13	33	62	902
Music	...	3	6	1	...	...	1	...	...	...	...	...	17	28
French	7	7	14	19	...	4	6	4	...	...	...	...	4	65
General Science	5	15	10	6	13	10	17	9	2	2	2	1	21	113
German	1	2	4	4	4	2	1	1	...	...	...	1	6	26
American Hist. & Civics	...	4	9	16	18	10	7	4	...	1	...	2	18	89
History, Anct. & Modern	29	54	106	89	64	36	49	50	17	13	7	13	47	574
Economics	...	1	6	4	3	9	2	...	1	...	...	1	...	27
Latin	17	44	62	60	42	32	54	29	7	15	11	43	42	458
Manual Training	...	6	4	3	1	...	...	...	1	...	...	...	...	15
Algebra, 1st Course	13	30	43	37	20	42	21	23	10	15	10	27	32	323
Algebra, 2nd Course	8	16	22	24	18	16	18	15	5	2	8	9	24	185
Plane Geometry	19	17	21	35	11	18	20	16	7	4	1	10	8	187
Solid Geometry	3	4	1	3	5	1	2	...	...	...	...	1	2	22
Trigonometry & Ad. Alg.	1	8	8	6	4	1	2	...	...	1	...	...	2	33
Physics	1	19	13	18	8	5	9	7	2	2	1	7	3	95
Physical Geography	...	5	4	5	4	...	3	2	1	2	...	...	4	30
Spanish	10	14	12	7	7	2	7	2	...	1	...	7	6	75

[illegible]

HIGH SCHOOL GRADUATION FOR 1917. PART I.

SCHOOLS WITH ONE HIGH SCHOOL ASSIST- ANT OR AT LEAST THE EQUIVALENT	Units Required for Graduation	Passing Grade	Number Graduated in 1917	The Graduating Class of 1917.													
				In Higher Institutions.													
				Columbia College	Fla. College for Women	Rollins College	Southern College	Stetson University	University of Florida	Other Colleges							
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Alachua.....	16	75	2														
Alva.....	16	70	2														
Apopka.....	16	75															
Avon Park.....	14	70															
Bonifay.....																	
Boynton.....	8	80															
Cocoanut Grove.....																	
Crescent City.....																	
Fernandina.....	15	85	2														1
Green Cove Springs.....																	
Jasper.....	16	7	11		3									1			
Labelle.....																	
Lawtey.....																	
Lemon City.....																	
Lynn Haven.....																	
Melbourne.....																	
Muscogee.....	16	85	2														
Oakland-Winter Garden																	
Safety Harbor.....		75															
Stuart.....																	
Trenton.....	16	70												1			
Waldo.....	16	75															
Webster.....																	
Winter Park.....	8	70	4			2	4										1
High Springs.....	8	70	5														
Frostproof.....	8	85															
Fellsmere.....	16	75	7														
Eau Gallie.....	16	80	3		1												
Okeechobee.....	16	80															
			41			4	2	4						2	2	2	2

HIGH SCHOOL GRADUATION FOR 1917.
PART II.

SCHOOLS WITH ONE HIGH SCHOOL ASSIS- TANT OR AT LEAST THE EQUIVALENT	The Graduating Class of 1917.											
	In Gainful Occupations.											
	Trades		Farming		Business		Other Occupations		At Home		Unknown	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Alachua.....	1		1									
Alva.....												
Apopka.....			1									
Avon Park.....												
Bonifay.....												
Boynton.....												
Cocoanut Grove.....												
Crescent City.....												
Fernandina.....												
Green Cove Springs.....												
Jasper.....			1		1	4	1					1
Labelle.....												
Lawtey.....												
Lemon City.....												
Lynn Haven.....												
Melbourne.....												
Muscogee.....		2					2					
Oakland-Winter Garden.....												
Safety Harbor.....												
Stuart.....												
Trenton.....							1					
Waldo.....												
Webster.....												
Winter Park.....												
High Springs.....							2		1			
Frostproof.....												
Fellsmere.....					2	1			3			
Eau Gallie.....												
Okeechobee.....												
	1	2	3		1	6	2	5		4		1

HIGH SCHOOL GRADUATION FOR 1917.

PART I.

SCHOOLS OF THE SENIOR TYPE	Units Required for Graduation		Number Graduated in 1917	The Graduating Class of 1917. In Higher Institutions.													
	Passing Grade			Columbia College		Fla. College for Women		Rollins College		Southern College		Stetson University		University of Florida		Other Colleges	
	Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
	Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Arcadia.....	16	75	21	..	..	2	..	..	..	..	1	..	..	..	9		
Bartow.....	16	70	21	..	..	..	..	..	..	..	..	..	..	..	..		
Bradentown.....	16	75	14	..	..	..	..	..	..	..	..	..	..	1	..		
Clearwater.....	16	70	22	..	..	5	..	..	..	..	1	..	4	3	4		
Dade City.....	16	85	9	..	..	..	..	..	..	..	..	..	..	1	..		
Daytona.....	16	70	23	..	..	4	..	..	..	2	1	..	..	3	2		
DeFuniak Springs.....	16	75	10	..	..	..	..	..	..	..	..	..	..	..	..		
Duval High.....	16	70	..	..	..	..	..	..	..	..	..	..	..	..	1		
Ft. Lauderdale.....	16	70	16	..	..	4	..	..	..	..	..	..	..	..	..		
Ft. Meade.....	16	70	10	..	..	1	..	..	..	..	..	..	1	..	..		
Ft. Myers.....	16	80	17	..	..	..	..	..	..	1	..	..	..	1	..		
Ft. Pierce.....	16	70	23	..	..	5	..	..	..	..	..	..	4	..	1		
Gainesville.....	16	75	10	1	..	1	..	..	..	1	..	..	..	..	2		
Kissimmee.....	16	75	12	..	3	..	..	..	..	..	..	..	2	..	1		
Lake City.....	16	75	22	..	1	3	..	..	..	..	..	..	..	2	..		
Lakeland.....	16	75	12	..	1	3	..	..	..	..	..	..	..	2	..		
Largo.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
Leesburg.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2		
Live Oak.....	16	75	14	..	..	1	..	..	..	..	..	..	..	..	..		
Miami.....	16	75	34	..	..	5	..	..	..	1	2	..	3	3	1		
Mulberry.....	16	70	3	..	..	..	..	..	..	..	..	..	..	..	2		
New Smyrna.....	16	70	6	..	..	..	..	..	..	..	..	..	..	..	..		
Ocala.....	16	75	23	..	..	1	..	..	..	..	..	..	..	2	2		
Orlando.....	16	70	19	..	..	1	1	..	..	1	..	..	1	2	..		
Palatka.....	16	75	9	..	..	1	..	..	..	1	..	..	..	..	1		
Palmetto.....	16	75	13	..	..	..	..	..	..	..	..	..	3	4	..		
Pensacola.....	16	70	37	..	..	3	..	..	..	..	..	..	..	5	2		
Piant City.....	16	70	21	..	..	5	1	..	..	..	..	..	..	..	..		
Punta Gorda.....	16	75	9	..	..	3	..	..	..	..	..	..	..	..	..		
Quincy.....	16	75	17	..	..	3	..	..	..	..	..	..	1	3	..		
St. Augustine.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
St. Petersburg.....	16	70	33	..	..	..	..	..	..	1	3	..	..	4	5		
Sanford.....	16	75	14	..	..	1	..	..	1	1	1	..	2	..	..		
Sarasota.....	16	80	9	..	..	1	..	..	..	1	..	..	..	..	1		
Tallahassee.....	16	75	16	..	..	7	..	..	..	..	..	..	..	3	..		
Tampa.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
Tarpon Springs.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
Wauchula.....	16	75	13	..	..	1	..	..	..	1	..	..	1	..	..		
West Palm Beach.....	15	75	6	..	..	..	..	..	..	1	..	..	..	..	..		
Winter Haven.....	16	75	12	..	..	..	..	..	..	..	..	..	4	1	..		
Cocoa.....	16	85	4	..	..	1	..	..	..	..	..	..	..	..	..		
Apalachicola.....	16	75	13	..	..	..	..	..	..	..	..	..	1	..	1		
Inverness.....	20	75	6	..	..	..	..	..	..	..	..	..	1	..	..		
Marianna.....	16	85	4	..	..	..	..	..	..	..	..	..	1	2	1		
Seabreeze.....	16	75	2	..	..	..	..	..	..	..	..	..	..	..	..		
DeLand.....	16	75	..	..	..	..	..	..	..	..	..	..	..	..	..		
Madison.....	16	70	..	..	..	2	..	..	..	..	..	..	1	1	1		
Key West.....	16	75	6	..	..	1	..	..	..	..	..	..	..	..	..		
			529	1	4	61	..	2	..	1	11	10	31	36	44		

HIGH SCHOOL GRADUATION FOR 1917.
PART II.

SCHOOLS OF THE SENIOR TYPE	The Graduating Class of 1917. In Gainful Occupations.											
	Trades		Farming		Business		Other Occupations		At Home		Unknown	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arcadia.....	..	..	..	..	..	..	..	..	..	..	..	..
Bartow.....	..	..	..	1	..	1	..	5	..	2	..	..
Bradentown.....	1	..	2	1	..	..	..	4	..	1	..	..
Clearwater.....	..	..	..	..	..	..	..	..	..	..	..	..
Dade City.....	..	..	..	..	..	..	1	1	..	..	..	..
Daytona.....	..	..	..	..	..	..	..	..	..	..	..	..
DeFuniak Springs.....	..	..	..	..	..	3	7	..	..	..	..	..
Duval High.....	..	..	..	..	..	..	..	..	..	..	..	..
Ft. Lauderdale.....	..	..	1	..	1	..	4	4	..	..	..	..
Ft. Meade.....	2	..	..	..	2	..	2	2	..	..	..	..
Ft. Myers.....	..	..	..	..	..	..	2	2	..	..	..	..
Ft. Pierce.....	1	4	1	..	..	..	4	4	..	..	..	..
Gainesville.....	3	..	1	..	3	5	4	..	..	2	..	..
Kissimmee.....	..	..	..	..	1	..	..	2	..	..	..	..
Lake City.....	2	..	1	..	..	..	1	1	..	1	..	..
Lakeland.....	..	..	..	..	..	..	..	..	..	..	..	..
Largo.....	..	..	..	..	..	..	..	..	..	..	..	..
Leesburg.....	..	..	..	..	..	..	..	..	..	..	..	..
Live Oak.....	..	..	..	..	1	..	1	5	..	4	..	..
Miami.....	..	..	4	..	4	7	1	1	..	1	..	..
Mulberry.....	..	..	..	..	..	..	1	..	..	..	..	1
New Smyrna.....	1	2	..	..	..	..	2	..	..	1	..	..
Ocala.....	..	..	..	..	3	1	2	1	..	8	..	..
Orlando.....	2	..	1	..	1	..	1	5	..	1	..	2
Palatka.....	1	..	..	..	..	1	1	..	..	3	..	..
Palmetto.....	..	..	..	..	..	..	..	..	..	..	..	..
Pensacola.....	..	..	1	..	2	..	1	8	..	3	..	..
Pant City.....	..	..	..	..	..	..	1	4	..	1	..	..
Punta Gorda.....	..	..	..	..	..	..	1	2	..	3	..	..
Quincy.....	..	..	2	..	..	1	1	4	..	2	..	..
St. Augustine.....	..	..	..	..	..	..	..	..	..	..	..	..
St. Petersburg.....	..	..	..	..	7	1	..	..	..	6	2	4
Sanford.....	..	..	1	..	1	2	1	3	..	..	..	..
Sarasota.....	1	..	..	..	1	..	2	..	..	4	..	..
Tallahassee.....	1	..	..	..	1	..	..	1	..	..	1	2
Tampa.....	1	..	..	..	..	..	..	..	..	..	..	..
Tarpon Springs.....	..	..	..	..	..	..	..	..	..	..	..	..
Wauchula.....	..	..	..	..	..	..	2	1	..	5	1	..
West Palm Beach.....	..	..	..	..	2	2	..	2	1	1	..	..
Winter Haven.....	..	..	..	..	..	..	..	..	..	..	..	..
Cocoa.....	..	..	1	..	..	..	1	1	..	..	..	..
Apalachicola.....	..	..	..	..	2	1	..	1	..	..	..	..
Inverness.....	..	..	1	..	2	..	..	..	1	..	1	..
Marianna.....	..	..	..	..	..	1	..	..	..	..	..	..
Seabreeze.....	..	..	..	..	..	..	2	..	..	..	..	..
DeLand.....	..	..	..	..	..	..	..	..	..	..	..	..
Madison.....	..	..	..	..	..	..	..	..	..	..	..	..
Key West.....	..	..	..	..	4	..	..	..	..	..	..	..
	12	7	16	2	37	28	41	62	4	54	4	10

HIGH SCHOOL GRADUATION FOR 1917. PART I.

SCHOOLS OF THE INTERMEDIATE TYPE	Units Required for Graduation		Number Graduated in 1917	The Graduating Class of 1917.													
	Passing Grade			In Higher Institutions.													
				Columbia College		Fla. College for Women		Rollins College		Southern College		Stetson University		University of Florida		Other Colleges	
				Boys	Girls	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Avon Park.....	16	75	9			1											
Brooksville.....	16	75															
Chipley.....	16	75	5		1												
Delray.....	15	80	2											1			
Dunnellon.....	16	75	4														
Eustis.....	16	75	2													1	
Homestead.....	16	75	1			1											
Mayo.....	16	75															
Milton.....	16	75	1											1			
Monticello.....	16	75	9			2									2		
Perry.....	16	60	2														
St. Cloud.....	16	75	3									1		1			
Starke.....																	
Titusville.....	13	80															
Zephyrhills.....	16	75	4									1					
Lake Butler.....	16	85	7											1			
Panama City.....	16	75															
Graceville.....	16	70															
Melbourne.....	16	80	2														
			49	1	3					2				4	2		

HIGH SCHOOL GRADUATION FOR 1917.
PART II.

SCHOOLS OF THE INTERMEDIATE TYPE	The Graduating Class of 1917.											
	In Gainful Occupations.											
	Trades		Farming		Business		Other Occupations		At Home		Unknown	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Avon Park.....												
Brooksville.....			2		2		2	3		3	2	1
Chipley.....					2	1						
Delray.....								2				
Dunnellon.....							1	1		1		
Eustis.....												
Homestead.....												
Mayo.....												
Milton.....		1				1	2				1	
Monticello.....	1		1			1	1			1		
Perry.....							1			1		
St. Cloud.....												
Starke.....												
Titusville.....					1			2	1	2		
Zephyrhills.....								2		1		
Lake Butler.....			1			1	3			1		
Panama City.....												
Graceville.....							1					
Melbourne.....							1	1				
	1	1	2		5	4	10	11	1	10	3	1

SCHOOLS OF THE JUNIOR TYPE	Units Required for Graduation		Number Graduated in 1917	The Graduating Class of 1917.												
	Passing Grade	In Higher Institutions.														
		Boys		Columbia College	Fla. College for Women	Rollins College	Southern College	Stetson University	University of Florida	Other Colleges	Boys	Girls	Boys	Girls		
Archer.....	8	75	3													
Bowling Green.....																
Century.....																
Citra.....																
Floral City.....																
Fort White.....																
Freeport.....																
Greensboro.....																
Hastings.....																
Micanopy.....																
Millville.....																
Newberry.....																
Nocatee.....																
Ojus.....																
Oviedo.....																
Sebastian.....																
Tavares.....																
White Springs.....	8	75	5	1												2
Wildwood.....	8	70														
Williston.....																
St. Andrews.....	8	70	4				2							1		
Havana.....	9	75	5				3									1
Bunnell.....	16	80														
Clermont.....	8	75														
			17	1			5									3

HIGH SCHOOL GRADUATION FOR 1917.
PART II.

JUNIOR TYPE SCHOOLS OF THE	The Graduating Class of 1917.													
	In Gainful Occupations.													
	Trades		Farming		Business		Other Occupations		At Home		Unknown			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Archer.....														
Bowling Green.....														
Bunnell.....														
Century.....														
Citra.....														
Clermont.....														
Floral City.....														
Fort White.....														
Freeport.....														
Greensboro.....														
Hastings.....														
Havana.....										1				
Micanopy.....														
Millville.....														
Newberry.....														
Nocatee.....														
Ojus.....														
Oviedo.....														
St. Andrews.....							2							
Sebastian.....														
Tavares.....														
White Springs.....											1			
Wildwood.....														
Williston.....														
								2		1		1		

**REPORT OF STUDENTS FOR THE FIRST SEMESTER, 1917-18, WHO ENTERED THE UNIVERSITY OF FLORIDA FROM
SECONDARY SCHOOLS OF FLORIDA NOT ACCREDITED BY THE STATE DEPARTMENT OF EDUCATION.**

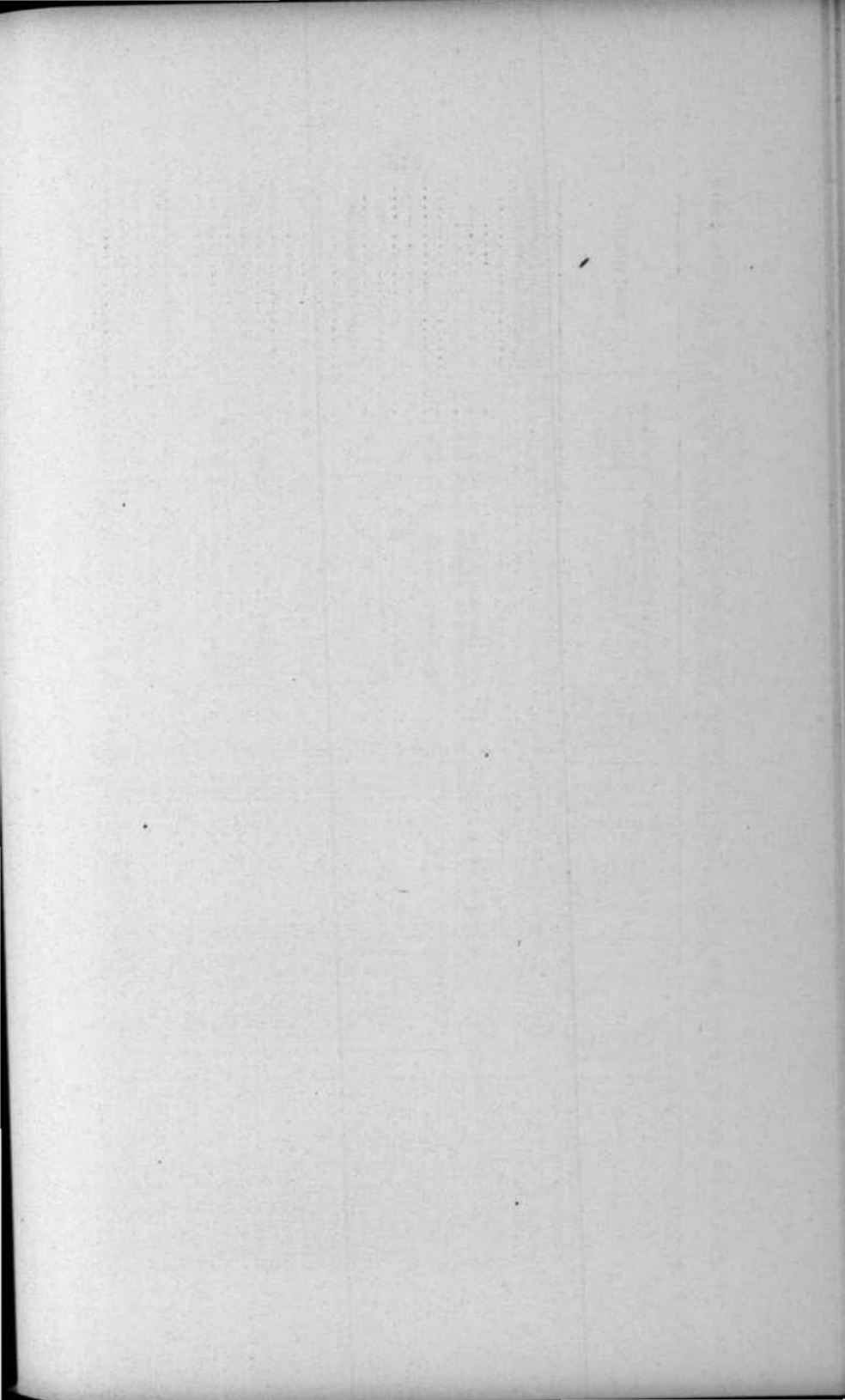
School or College	No. Students Received	Class Entered	Character of Work in Certificate Given (1)	Units Allowed	General Character of College Work 1st Term (1)	Students Graded Below C in Following Subjects (1)	Probable Cause of Failure (2)	REMARKS
Apalachicola H. S.....	1	Fr. A. & S.	Not Grad...	16	C	English	X & Y.....	
Bonifay H. S.....	1	Fr. A. & S.	B	16	D	Eng., Math & Chem...	X, Y & Z...	
Ft. Myers H. S.....	1	Fr. A. & S.	A	16	B	Spanish	Hard Course	
Ft. Myers H. S.....	2	Fr. Tchrs.	B	14	B			
Jacksonville H. S.....	1	Fr. A. & S.	B	16	C	French, Mi. Sc.....	Y	
Jacksonville H. S.....	2	Fr. A. & S.	A	16	A			
Jacksonville H. S.....	3	Fr. A. & S.	Not Grad...	16	B			
Jacksonville H. S.....	4	Fr. Engrs.	B	16	B			
Jacksonville H. S.....	5	Fr. Engrs.	A	16	A			
Jacksonville H. S.....	6	1st Law..	C	16	C			
Key West H. S.....	1	Fr. A. & S.	A	16	B	Math. I		
Hargrove Institute...	1	Fr. A. & S.	B	16	C	Chem. & Span.....	Y	
Lake Butler H. S.....	1	Fr. Engrs.	Not Grad...	16	B	Eng. & Physics.....	X & Y.....	
Lake Butler H. S.....	2	Fr. Agr...	Not Grad...	16	D	Left School		
Leesburg H. S.....	1	Fr. Agr...	B	16	B	English	X & Y.....	
Palmetto H. S.....	1	Fr. Engrs.	A	15½	B			Con. ½ unit Sol. Geom.
Pensacola H. S.....	1	Fr. A. & S.	B	16	C	French	X & Y.....	
Pensacola H. S.....	2	Fr. Engr..	B	16	C	Des. Geom., Physics...	X & Y.....	
Pensacola H. S.....	3	Fr. Engr..	B	16	C	Des. Geom., Eng.....	X & Y.....	
St. Cloud H. S.....	1	Fr. Engr..	B	16	B			Con. ½ unit Sol. Geom.
Sanford H. S.....	1	Fr. Engr..	B	16	C	Des. Geom., Eng., Phy.	X & Y.....	
Webster H. S.....	1	Fr. A. & S.	B	16	C	Eng., Span. & Chem...	X & Y.....	
Webster H. S.....	2	1st Law..	Not Grad...	16	D	Law Studies	X & Y.....	

1—A, 90 to 100; B, 80 to 90; C, 70 to 80; D, unsatisfactory or below passing grade.

2—X, not sufficient preparation; Y, lack of application and seriousness of purpose; Z, too much attention to college activities outside of the class room.

SUMMARY

1—Number reported, 23. 2—Number maintaining a grade in college equal to that made in High School, 7. 3—Number whose grades in college were lower than those in High School, 11. 4—Number whose grades cannot be compared, 5.



REPORT OF STUDENTS FOR THE FIRST SEMESTER, 1917-18, WHO ENTERED THE UNIVERSITY OF FLORIDA FROM
SECONDARY SCHOOLS OF FLORIDA ACCREDITED BY THE STATE DEPARTMENT OF EDUCATION.

School or College	No. Students Received	Class Entered	Character of Work in Certificate Given (1)	Units Allowed	General Character of College Work 1st Term (1)	Students Graded Below C in Following Subjects (1)	Probable Cause of Failure (2)	REMARKS
Arcadia H. S.	1	Fr. A. & S.	No. Certf.	Condt.	B			Resigned in December..
Arcadia H. S.	2	Fr. Engr.	No. Certf.	Condt.	D			Resigned in January..
Bradentown H. S.	1	1st Law..	C	14	A			
Bradentown H. S.	2	1st Law..	C	14	C	"Torts"	X & Y.	
Ft. Meade H. S.	1	Fr. Tchrs.	Not Grad.	16	C	Spanish & English	X & Y.	
Ft. Pierce H. S.	1	Fr. Engr.	A	16	B	English & Physics	X & Y.	
Ft. Pierce H. S.	2	Fr. Engr.	A	16	B			
Ft. Pierce H. S.	3	Fr. Engr.	B	16	C	English & Physics	X & Y.	
Cocoa H. S.	1	Fr. Agrl.	A	16	A			
Gainesville H. S.	1	Fr. A. & S. B	B	16	C	Chm., Fr., Eng., M. S.	X & Y.	
Gainesville H. S.	2	Fr. A. & S. C	C	16	C	Educaiton	Y	
Gainesville H. S.	3	Fr. A. & S. C	C	16	C	Chm., Zool., M. S.	X & Y.	
Gainesville H. S.	4	Fr. A. & S. B	B	16				Resigned in December..
Kissimmee H. S.	1	Fr. Agrl.	C	16	B			
Kissimmee H. S.	2	Fr. Agrl.	B	16	B			
Lake City H. S.	1	Fr. A. & S. B	B	16	D	Math. & English	X, Y & Z.	
Lake City H. S.	2	Fr. A. & S. B	B	16	C			
Miami H. S.	1	Fr. A. & S. B	B	16	B			
Miami H. S.	2	Fr. A. & S. B	B	16	B	French	X & Y.	
Miami H. S.	3	Fr. Agrl.	B	16	B			
Miami H. S.	4	Fr. Engr.	B	14	B			
Miami H. S.	5	Fr. Engr.	C	14½	D	Math. & Physics	Y & Z.	
Miami H. S.	6	Fr. Engr.	B	14	B			
Milton H. S.	1	Fr. A. & S. A	A	16	A			
Ocala H. S.	1	Fr. Agrl.	A	16	A			
Ocala H. S.	2	1st Law..	C	16	C	Torts & Contracts	Y	
Ocala H. S.	3	Fr. A. & S. B	B	16	C	French & Chem.	X & Y.	
Plant City H. S.	1	Fr. A. & S.	Not Grad.	16	D			
Plant City H. S.	2	Fr. Agrl.	Not Grad.	16	B			

Plant City H. S.	3	Fr. Agrl.	Not Grad.	16	B			
Plant City H. S.	4	Fr. Engr.	Not Grad.	16	Inc.			
Plant City H. S.	5	Fr. Engr.	Not Grad.	16	B			
St. Augustine H. S.	1	Fr. A. & S.	B	16	C			
St. Augustine H. S.	2	Fr. A. & S.	B	16	B			
Tampa H. S.	1	Fr. A. & S.	B	15	B			
Tampa H. S.	2	Fr. A. & S.	A	16	B			
Tampa H. S.	3	Fr. A. & S.	B	14	C	Chem. & Physics	Y	
Tampa H. S.	4	Fr. A. & S.	A	15	B			
Tampa H. S.	5	Fr. A. & S.	C	15	C	Chem. & Algebra	X, Y & Z	
Tampa H. S.	6	Fr. A. & S.	B	14				Resigned in December
Tampa H. S.	7	Fr. Engr.	C	16	B	English	Y	
Tampa H. S.	8	Fr. Engr.	C	16				Resigned in December
Tampa H. S.	9	Fr. Engr.	A	16	A			
Tampa H. S.	10	Fr. A. & S.			B			
Wauchula H. S.	1	Fr. Agrl.	B	16	C	English & Mil. Sci.	X & Y	
Winter Haven H. S.	1	Fr. Agrl.	A	16	A			
Winter Haven H. S.	2	Fr. Engr.	A	16	B	English		
Winter Haven H. S.	3	Fr. Agrl.	A	16	B			
Winter Haven H. S.	4	2-Yr. Agrl.	B	16	B	Philosophy	Y	
Tarpon Springs H. S.	1	Fr. Agrl.	B	15½	B	English	X & Y	
Tarpon Springs H. S.	2	Fr. A. & S.	B	16	C	English & Spanish	X & Y	
Tarpon Springs H. S.	3	Fr. Engr.	A	16	B	English	X & Y	

1—A, 90 to 100; B, 80 to 90; C, 70 to 80; D, unsatisfactory or below passing grade.

2—X, not sufficient preparation; Y, lack of application and seriousness of purpose; Z, too much attention to college activities outside of the class room.

SUMMARY

1—Number reported, 52. 2—Number maintaining a grade in college equal to that made in High School, 20. 3—Number making a higher grade in college than in High School, 3. 4—Number whose record in college was lower than in High School, 14. 5—Number whose records cannot be compared, 15.

REPORT OF STUDENTS FOR THE FIRST SEMESTER, 1917-18, WHO ENTERED THE FLORIDA STATE COLLEGE FOR WOMEN FROM SECONDARY SCHOOLS OF FLORIDA NOT ACCREDITED BY THE STATE DEPARTMENT OF EDUCATION.

School or College	No. Students Received	Class Entered	Character of Work in Certificate Given (1)	Units Allowed	General Character of College Work 1st Term (1)	Students Graded Below C in Following Subjects (1)	Probable Cause of Failure (2)	REMARKS
Brooksville H. S.....	1	Fr.	B	16	C	English, French	X & Y.	
Clearwater H. S.....	1	Fr.	B	16	B			
Clearwater H. S.....	2	Jr. N.	B	16	B			
Clearwater H. S.....	3	Fr.	A	16	A			
Clearwater H. S.....	4	Fr.	A	16	B			
Stetson Academy	1	Fr.	B	15½	B			Conditioned ½ unit.
Stetson Academy	2	Jr. N.	A	15½	B	Chemistry	Y	Conditioned ½ unit.
Delray H. S.....	1	Jr. N.	A	14	B			Conditioned 2 units.
Palmer College Acad..	1	Jr. N.	B	16	B			
Eau Gallie H. S.....	1	Jr. N.	B	15½	C	Chem., Hyg., English..	Weak Int..	Conditioned ½ unit.
Ft. Myers H. S.....	1	Fr.	B	16	A			
Graceville H. S.....	1	Jr. N.	B	16	B			
Homestead H. S.....	1	Fr.	B	16	B			
Jacksonville H. S.....	1	Fr.	B	16	B			
Jacksonville H. S.....	2	Jr. N.	B	16	A			
Jacksonville H. S.....	3	Fr.	A	15	A			Cond. 1 unit, Pl. Geom.
Jacksonville H. S.....	4	Fr.	A	15	B			Cond. 1 unit, Pl. Geom.
Jacksonville H. S.....	5	Jr. N.	B	16	B			
Jacksonville H. S.....	6	Jr. N.	B	16	B			Cond. 1 unit, Science..
Jacksonville H. S.....	7	Fr.	A	15	A			Cond. 1 unit, Geometry
Jacksonville H. S.....	8	Fr.	B	16	B			
Jacksonville H. S.....	9	Fr.	B	15	B			Cond. 1 unit, Geometry
Jacksonville H. S.....	10	Fr.	B	16	A			
Jacksonville H. S.....	11	Fr.	B	15	B			Cond. 1 unit, Geometry
Jacksonville H. S.....	12	Fr.	A	16	B			
Jasper Normal Inst...	1	Fr.	B	15½	B			
Jasper Normal Inst...	2	Jr. N.	B	16	B	Hygiene	Y	
Key West H. S.....	1	Fr.	A	16	A			

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2—X, not sufficient preparation; Y, lack of application and seriousness of purpose; Z, too much attention to college activities outside of the class room.

SUMMARY

1—Number reported as entered, 49. 2—Number maintaining same grade in college as in High School, 30. 3—Number making higher grade in college than in High School, 3. 4—Number making lower grade in college than in High School, 16.

REPORT OF STUDENTS FOR THE FIRST SEMESTER, 1917-18, WHO ENTERED THE FLORIDA STATE COLLEGE FOR WOMEN FROM SECONDARY SCHOOLS OF FLORIDA ACCREDITED BY THE STATE DEPARTMENT OF EDUCATION.

School or College	No. Students Received	Class Entered	Character of Work in Certificate Given (1)	Units Allowed	General Character of College Work 1st Term (1)	Students Graded Below C in Following Subjects (1)	Probable Cause of Failure (2)	REMARKS
DeSoto H. S., Arcadia.	1	Jr. N.	A	16	A			
Summerlin Ins. Bartow	1	Fr.	A	16	A			
Bradentown H. S.	1	Jr. N.	B	16	B			
Bradentown H. S.	2	Jr. N.	B	16	B			
Bradentown H. S.	3	Jr. N.	B	16	B			
Bradentown H. S.	4	Fr.	A	16	A			
Cocoa H. S.	1	Jr. N.	B	16	C	Hygiene	X & Y.	
Dade City H. S.	1	Jr. N.	A	16	B			
Daytona H. S.	1	Jr. N.	B	14	B			Cond. 2 units, Lang.
Daytona H. S.	2	Fr.	B	16	A			
Ft. Lauderdale H. S.	1	Fr.	A	16	A			
Ft. Meade H. S.	1	Jr. N.	A	16	B			
Ft. Meade H. S.	2	Jr. N.	A	16	B			
Ft. Meade H. S.	3	Jr. N.	A	16	B			
Ft. Meade H. S.	4	Jr. N.	A	16	A			
Ft. Myers H. S.	1	Fr.	B	16	A			
Gainesville H. S.	1	Jr. N.	A	15	B			Cond. 1 unit, Science.
Gainesville H. S.	2	Fr.	B	16	B			
Gainesville H. S.	3	Fr.	B	15	B			Cond. 1 unit, Algebra.
Gainesville H. S.	4	Jr. N.	B	16	C	Botany & Hygiene.		
Gainesville H. S.	5	Fr.	C	16	B			
Lakeland H. S.	1	Jr. N.	C	16	B			
Lakeland H. S.	2	Jr. N.	B	16	A			
Lakeland H. S.	3	Fr.	A	16	A			
Lakeland H. S.	4	Fr.	A	16	B			
Lakeland H. S.	5	Jr. N.	B	16	B			
Lakeland H. S.	6	Jr. N.	A	16	A			Cond. 2 units, For. Lan.
Madison H. S.	1	Fr.	B	16	B			
Madison H. S.	2	Fr.	B	16	B			

Miami H. S.	1	Jr. N.	B	16	A			
Miami H. S.	2	Jr. N.	C	15	B			Cond. 1 unit, Science...
Miami H. S.	3	Fr.	A	16	A			
Miami H. S.	4	Jr. N.	B	15	B			Cond. 1 unit, Science...
Miami H. S.	5	Fr.	B	15	A			Cond. 1 unit, Science...
Miami H. S.	6	Fr.	A	16	A			
Miami H. S.	7	Fr.	A	15	B			Cond. 1 unit, Science...
Ocala H. S.	1	Fr.	A	16	B			
Orlando H. S.	1	Jr. N.	B	16	B			
Orlando H. S.	2	Fr.	B	15	B			Cond. 1 unit, Algebra...
Palatka H. S.	1	Jr. N.	A	16	A			
Plant City H. S.	1	Fr.	B	16	B			
Plant City H. S.	2	Fr.	B	16	C	Shorthand	X & Y.	
Plant City H. S.	3	Fr.	B	16	B			
Plant City H. S.	4	Fr.	B	16	C	Chem. & Math.		
Plant City H. S.	5	Fr.	B	16	C			
Punta Gorda H. S.	1	Fr.	B	16	A			
Quincy H. S.	1	Jr. N.	B	16	B			
Quincy H. S.	2	Fr.	B	16	B			
St. Augustine H. S.	1	Jr. N.	B	15	B			Cond. 1 unit, Science...
St. Augustine H. S.	2	Jr. N.	B	15	B			Cond. 1 unit, General...
Sarasota H. S.	1	Fr.	A	16	B			
Tallahassee H. S.	1	Fr.	B	16	B			
Tallahassee H. S.	2	Fr.	A	15	A			Cond. 1 unit, Science...
Tallahassee H. S.	3	Jr. N.	A	16	B			
Tallahassee H. S.	4	Jr. N.	B	16	B			
Tallahassee H. S.	5	Fr.	A	15	A			Cond. 1 unit, Science...
Tampa High School	1	Fr.	A	15	A			Cond. 1 unit, Algebra...
Tampa High School	2	Fr.	B	16	A			
Tampa High School	3	Jr. N.	B	16	B			
Tampa High School	4	Fr.	A	16	A			
Tampa High School	5	Fr.	B	16	A			
Tampa High School	6	Jr. N.	B	16	B	Chemistry	Y	
Tampa High School	7	Fr.	A	16	A			
Tampa High School	8	Jr. N.	B	16	B			
Tampa High School	9	Jr. N.	C	16	B			
Tampa High School	10	Jr. N.	C	15	B			Cond. 1 unit, Algebra...
Wauchula H. S.	1	Jr. N.	B	16	B			
Wauchula H. S.	2	Fr.	A	16	A			
Winter Haven H. S.	1	Fr.	A	15	B			Cond. 1 unit...

1—A, 90 to 100; B, 80 to 90; C, 70 to 80; D, unsatisfactory or below passing grade.

2—X, not sufficient preparation; Y, lack of application and seriousness of purpose; Z, too much attention to college activities outside of the class room.

SUMMARY

1—Number reported, 69. 2—Number maintaining same grade in college as in High School, 39. 3—Number making higher grades in college than in High School, 15. 4—Number making lower grades in college than in High School, 15.

SAMPLE FORMS OF HIGH SCHOOL RECORD CARDS

No. 1—
FINAL RECORDHIGH SCHOOL

NAME.....

FIRST YEAR				SECOND YEAR				THIRD YEAR				FOURTH YEAR			
Subject	1st T'rm	2nd T'rm	Cr'dit	Subject	1st T'rm	2nd T'rm	Cr'dit	Subject	1st T'rm	2nd T'rm	Cr'dit	Subject	1st T'rm	2nd T'rm	Cr'dit
Latin				Latin				Latin				Latin			
Algebra				Algebra				Plane Geom.				Solid Geom..			
English				English				English				Trigonom'ry			
History				History				History				English			
Science				Science				Science				History			
French				French				French				Science			
German				German				German				French			
Dom. Science				Dom. Science				Dom. Science				German			
Music				Music				Music				Dom. Science			
Drawing				Drawing				Drawing				Music			
Man. Train..				Man. Train..				Bookkeep.				Drawing			
.								Shorthand				Bookkeep.			
.								Typewriting				Shorthand			

.....	.....	.....	.....	.....	.....	.....	.....	Com. Law...	.....	.....	.....	Typewriting	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	Spelling	.....	.....	.....	Com. Law	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	Penmanship.	.....	.....	.....	Spelling	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	Business	.....	.....	.....	Penmanship.	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	Arithmetic	.....	.....	.....	Business	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	Man. Train.	.....	.....	.....	Arithmetic	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Man. Train.	.....	.....	.....
.....															
Credits	.....	.....	.....	.....	.....	.....	.....	Credits	.....	.....	.....	Credits	.....	.....	.....
for Year..	.....	.....	.....	.....	.....	.....	.....	for Year..	.....	.....	.....	for Year..	.....	.....	.....
.....															
.....	.....	.....	.....	.....	.....	.....	.....	Total	.....	.....	.....	Total	.....	.....	.....

Size 5x8 inches.

No. 1 (Continued)—REVERSE SIDE

[illegible]

RECORD OF.....

IN.....HIGH SCHOOL

191.... FIRST YEAR	191.... SECOND YEAR	191.... THIRD YEAR	191.... FOURTH YEAR
COURSE			
English Grammar.....	Rhetoric	American Literature.....	English Literature.....
Composition	Composition	Composition	Composition
Algebra	Arithmetic	Plane Geometry.....	Trigonometry
Physical Geography.....	Algebra	Bookkeeping	Shorthand
Ancient History.....	Bookkeeping	Physics	Solid Geometry
Beginning Latin.....	Botany	Shorthand	Chemistry
Domestic Art.....	Zoology	Civil Government.....	U. S. History.....
Classics	Drawing	English History.....	Virgil
Spelling	Caesar	Cicero	German
Arithmetic	German	German	Spanish
Manual Training.....	Spanish	Spanish	French
Drawing	French	French	Psychology
.....	General Science.....	Original Compo.	Domestic Science.....
.....	Med. Mod. History.....	Domestic Science	Theory of Ed.....
.....	Manual Training.....		
.....	Domestic Art.....		
.....	Classics		
.....	Spelling		

Size 6x4 $\frac{3}{4}$ inches.

REMARKS

No. 3—Continued.

THIRD YEAR. Date

	1	2	3	4	Av.	Ex.	1-S	Cr.	5	6	7	8	9	Av.	Ex.	2-S	Cr.
English III.....																	
Algebra II.....																	
Cicero.....																	
German 1.....																	
Physics.....																	
Domestic Art.....																	
Manual Tr.....																	
.....																	
.....																	
.....																	
.....																	
Department.....																	
Total Credits...																	

REMARKS :

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No. 3—Continued.

FOURTH YEAR. Date

	1	2	3	4	Av.	Ex.	1-S	Cr.	5	6	7	8	9	Av.	Ex.	2-S	Cr.
English IV.....																	
Solid Geom.....																	
Trigonometry....																	
German II.....																	
Amer. History....																	
Chemistry.....																	
Domestic Art....																	
Manual Tr.....																	
.....																	
.....																	
Department.....																	
Total Credits....																	

REMARKS :

Size 9x11 inches.

No. 3 (Continued)—REVERSE SIDE.

NAME (Reversed)SEX

DATE OF BIRTH: YEAR.....MONTHDAY

DATE OF ENTRANCE

CREDITS ACCEPTED FROM.....

HOW ENTEREDEXAMINATIONCREDITS

FATHERMOTHERGUARDIAN

OCCUPATION

ADDRESSPHONE

DATE OF VACCINATION.....

DATE OF DISCHARGE.....

REASON OF DISCHARGE.....

DATE OF GRADUATION.....

No. 3 (Continued)—REVERSE SIDE.

	FIRST YEAR										SECOND YEAR										
	1	2	3	4		5	6	7	8	9		1	2	3	4		5	6	7	8	9
DAYS ABSENT.....																					
TIMES TARDY.....																					
.....																					
	THIRD YEAR										FOURTH YEAR										
	1	2	3	4		5	6	7	8	9		1	2	3	4		5	6	7	8	9
DAYS ABSENT.....																					
TIMES TARDY.....																					
.....																					
	1	2	3	4		5	6	7	8	9		1	2	3	4		5	6	7	8	9
DAYS ABSENT.....																					
TIMES TARDY.....																					
.....																					

This card is intended for the permanent record of work done in a Senior High School for four years. Use the space left for remarks to make clear any irregularities. In case of a failure in any subject, write the name of the subject in one of the blank spaces of the following year's record. There are spaces for monthly grades, monthly average, semester examination, semester average, and credits earned.

Card designed by George Marks,
Principal Daytona High School.

.....HIGH SCHOOL
COUNTY, FLORIDA
 RECORD OF

	I Yr. 19....				II Yr. 19...				III Yr. 19...				IV Yr. 19...				Credits by Exam.				Credits From Other Schools				TOTAL CREDITS				
	Class Average	Exam. Average	Gen. Average	Units Credit	Class Average	Exam. Average	Gen. Average	Units Credit	Class Average	Exam. Average	Gen. Average	Units Credit	Class Average	Exam. Average	Gen. Average	Units Credit	I | II | III | IV				YR. H. S.	YR. H. S.	YR. H. S.	YR. H. S.					
																	Exam. Grade	Units Credit	Exam. Grade	Units Credit						Exam. Grade	Units Credit	Exam. Grade	Units Credit
Algebra.....																													
Arithmetic.....																													
Botany.....																													
Chemistry.....																													
English.....																													
French.....																													
Gen. Science.....																													
History.....																													
Latin.....																													
Physics.....																													

COURSES REPEATED

HIGH SCHOOL

COUNTY, FLORIDA

RECORD OF.

[illegible]

Size 8 1/2 x 11 inches.

PROGRESS AND IMPROVEMENTS REPORTED DURING PAST BIENNIUM.

ALACHUA COUNTY.

Alachua:

New school building completed at a cost of \$15,000.

Archer:

New building erected costing \$12,500. Piano purchased with prize won at county fair.

Gainesville:

School grounds improved and now unsurpassed by any in the State. New division of school day inaugurated, providing for supervised study.

Hawthorne:

Money raised by entertainments and apparatus purchased for the Physical Laboratory.

High Springs:

New building erected at a cost of \$25,000. Library improved. Unusual activity in war savings.

Trenton:

The four high school grades represented for the first time in 1917-18.

Waldo:

New patent desks installed. Grounds enclosed. Twelfth grade added in 1917-18.

BAY COUNTY.

Panama City:

Course lengthened to four years. Valuable collection of mounted birds, fossils, etc., acquired.

BRADFORD COUNTY.

Lake Butler:

An assistant teacher added to high school faculty. Books and laboratory equipment, costing \$100, purchased.

Starke:

About \$160 spent on library books.

BREVARD COUNTY.

Cocoa:

New building erected and well-equipped with furniture, library books and scientific apparatus. Physical training provided.

Eau Gallie:

High school teacher added to faculty.

Melbourne:

High school assistant added to the faculty. Copy of Standard Dictionary added to library, and \$30 expended for Botanical and Zoological laboratories. Bonds voted in May, 1918, for \$75,000 for two new buildings in the district.

Titusville:

New building erected at a cost of \$70,000, and equipment provided. Piano purchased and enrollment increased 30 per cent.

BROWARD COUNTY.**Fort Lauderdale:**

A frame building converted into a gymnasium, and much emphasis placed upon physical training.

CALHOUN COUNTY.**Port St. Joe:**

A new brick building completed and a good library added.

CITRUS COUNTY.**Inverness:**

Equipment for the new department of Domestic Science purchased at an outlay of \$350. Equipment for Biology and Physics added at an expense of \$140.

COLUMBIA COUNTY.**Lake City:**

Domestic Science added, with equipment costing \$100. Fifty dollars' worth of apparatus added to the Physical Laboratory.

DADE COUNTY.**Miami:**

The high school attendance increased over 15 per cent.

DESOTO COUNTY.**Arcadia:**

Marked activity in support of all war movements. Seventy per cent of the work in the Department of Domestic Art pertained to Red Cross work. Domestic Science Department prepared 300 lunches for soldiers who left Arcadia. Sum of \$182 donated by pupils, who raised the money by personal efforts; Liberty Bonds at \$50 each purchased with the donation. School Improvement Association donated \$180 for the Library, and the School Board gave a like amount. The Library contains about 1,050 volumes.

Bowling Green:

New school building erected costing \$18,000.

Charlotte Harbor:

New school building erected costing \$8,000.

Gardner:

New school building erected costing \$10,000.

Limestone:

New school building erected costing \$8,000.

Nocatee:

New school building erected costing \$15,000.

Punta Gorda:

Fifty dollars expended for Physical Apparatus, and \$60 for Domestic Science equipment. Length of laboratory period doubled and regular laboratory exercises now carried out by pupils.

Sebring:

New school building completed costing \$17,500.

Wauchula:

Copy of the new International Encyclopedia, of twenty-four columns, added to the Library at a cost of \$124.

ESCAMBIA COUNTY.

Gonzalez:

Twelve thousand dollar-building erected for James M. Tate Industrial School. Equipment provided as follows: Manual Training, \$340; Domestic Science, \$340; Chemical and Physical Apparatus, \$300; Library books, \$115.

Pensacola:

Enrollment increased more than 100 per cent during past three years. Two hundred and fifty dollars appropriated for Physics Department, and \$600 spent for library books.

FRANKLIN COUNTY.

Apalachicola:

Much new physical apparatus purchased.

Carrabelle:

Second story added to the school building.

GADSDEN COUNTY.

Quincy:

Two thousand five hundred dollars for high school contributed by citizens of town. Seven hundred and ninety-eight dollars expended for equipment in laboratory sciences, and \$115 for Library books. Laboratory furnished with large tables. Cooking and Sewing added to high school curriculum, and two rooms fitted up for teaching these subjects.

HERNANDO COUNTY.

Brooksville:

Addition to school building costing \$10,000.

HILLSBOROUGH COUNTY.

Plant City:

One set of the Encyclopedia Britannica, and books on general literature to the amount of \$100 added to the Library.

Tampa:

The Senior High School and the two Junior High Schools placed under the supervision of Mr. E. L. Robinson, Principal of the Senior High School, unifying and greatly improving the

school situation. Military company for the boys and gymnastic exercises for the girls. A successful Teacher-Training Department and a three-year course in Home Economics, new features. Two hundred dollars spent on Library, \$300 for Physical Apparatus, \$25 for Biological Apparatus and \$100 on other departments.

HOLMES COUNTY.

Bonifay:

New building erected costing \$22,000. Physical Apparatus at an expense of \$153 purchased.

JACKSON COUNTY.

Graceville:

Books to the value of \$28 added to the Library, and \$50 made available for Chemical Apparatus. A school garden of one acre successfully cultivated, 1917-18.

Marianna:

New teacher added to high school department, bringing the force up to the number required for a Senior High School. Domestic Science added under the Smith-Hughes Act.

JEFFERSON COUNTY.

Monticello:

One hundred and forty dollars spent for Physical Apparatus and \$60 available for library books.

LAFAYETTE COUNTY.

Mayo:

Additional class room provided. Baseball court built. Two hundred and fifty dollars spent for Physical and Chemical Laboratories.

LAKE COUNTY.

Eustis:

Substantial additions made to the library and laboratories. A new edition of the Encyclopedia Britannica added.

Leesburg:

Additions made to the laboratories and library.

Montverde:

Large dormitory for girls completed at the Montverde Industrial School.

Tavares:

Home Economics and Manual Training introduced, and some equipment secured for same.

Umatilla:

Home Economics and Manual Training introduced. \$200 expended for library books.

LEE COUNTY.

Fort Myers:

Forty-five dollars spent on Science Department, \$30 on Home Economics, \$200 on Library and \$50 for new filing system for records, catalogues, etc. Building painted inside. High school enrollment increased 25 per cent.

LEON COUNTY.

Tallahassee:

Domestic Science added and taught by students in the State College for Women. Five hundred and fifty dollars spent for Department of Physics, Chemistry, Botany and Zoology. Shower baths constructed in basement. Two hundred dollars spent in improving library facilities. Single daily session replaced by two sessions ending at 3:15 o'clock. During a period of thirty minutes daily Physical Training taught to boys and girls separately. Two attractive parks adjoining school building made available for play.

LEVY COUNTY.

Bronson:

New school building erected at cost of \$20,000.

MADISON COUNTY.

Madison:

A special tax district established, and a Senior High School made possible by the special levy. Quite a good deal of new Physical Apparatus purchased.

MANATEE COUNTY.

Bradentown:

A Teacher-Training Department added during the past biennium.

Sarasota:

More than \$400 spent on books, maps, etc. Salaries of teachers increased.

Terra Ceia:

Unusual success in relating school work to community life. Great interest manifested in school gardens, and a fine exhibition of canned fruits and vegetables prepared by the students.

MARION COUNTY.

Dunnellon:

School building painted.

Ocala:

Equipment costing \$100 added to the Departments of Physics and Biology.

MONROE COUNTY.

Key West:

Through the Elson Art Exhibit, fine pictures were purchased to the value of \$293.

OKALOOSA COUNTY.

Baker:

New school building erected at cost of \$10,000.

Crestview:

New school building erected.

Laurel Hill:

New school building erected at cost of \$13,000.

OKEECHOBEE COUNTY.

Okeechobee:

New building costing \$40,000 completed.

ORANGE COUNTY.

Oakland-Winter Garden:

New school building erected at cost of \$40,000.

Orlando:

Domestic Science introduced. Bonds for \$40,000 sold for the purpose of providing additional facilities for school work in the City of Orlando.

Winter Park:

New school building erected at a cost of \$30,000.

OSCEOLA COUNTY.

Kissimmee:

Domestic Science introduced. Work in high school departmentalized.

St. Cloud:

New building erected on the school lot for primary grades at a cost of \$1,200. Concrete sidewalks laid about the grounds, and a brick structure for wood house and toilets added. Plumbing for the toilets installed at a cost of \$1,200.

PALM BEACH COUNTY.

Delray:

Store building, two blocks from school house, acquired for Manual Training and Science classes. Unusually good equipment for Manual Training and Home Economics.

Stuart:

A new building on the same lot erected at a cost of \$1,500 for the high school department. Equipment purchased for Manual Training, and the new department of Home Economics. High school teaching force increased.

West Palm Beach:

Science Laboratory removed from old building, and all high school work concentrated on one floor. A study hall provided. Forty-five dollars spent on high school library.

PASCO COUNTY.

Dade City:

Domestic Science added to the curriculum.

PINELLAS COUNTY.

Clearwater:

One teacher added to the high school force. Science equipment, costing \$30, and Manual Training equipment, costing \$50, added.

Largo:

Five thousand dollars voted for a demonstration farm, where the pupils are given practical lessons in Agriculture. The pupils are required to go to the farm for actual work.

St. Petersburg:

Enrollment increased 18 per cent. One teacher added to the high school force. Bonds for \$175,000 voted for new school building, and sold for \$180,500.

Tarpon Springs:

One teacher added to the high school force. Three hundred dollars spent on library, \$150 for Physical Apparatus, \$200 for Biological apparatus. Attendance increased 15 per cent.

POLK COUNTY.

Bartow:

New building for high school and seventh and eighth grades erected at a cost of \$20,000. Physical Training added to the course. Departmental work done throughout the six highest grades.

Fort Meade:

Considerable new laboratory apparatus provided, also two excellent laboratory tables. Fifty volumes added to the library. Military drill for the boys and gymnastic exercises for the girls inaugurated. Knitting taught to one hundred girls of all grades by one of the teachers in 1917-18.

Lake Wales:

New school building, costing \$25,000, erected.

Frostproof:

Books and Science equipment to value of \$600 added. Water coolers donated by Parent-Teacher Association.

Lakeland:

Bonds voted for \$15,000, the proceeds to be used in equipping the laboratories and library of the high school, and in completing the elementary building in town.

Mulberry:

An additional teacher employed. A period of supervised study for all pupils not making an average of 90 per cent. Small one-room frame building erected at a cost of \$500 for Department

of Home Economics, and equipment provided for same at a cost of \$200.

Winter Haven:

Microscope, costing \$75, added to the high school equipment. New blackboards purchased, and some new books for the library. A system of play ground supervision instituted.

PUTNAM COUNTY.

Palatka:

Bonds for \$70,000 voted for new building. Lot, worth \$10,000, donated by a citizen for a school site. Departments of Music and Domestic Science added.

ST. LUCIE COUNTY.

Fellsmere:

New \$40,000 school building completed.

Fort Pierce:

Laboratory supplies, costing \$150, added. School purchased two Liberty Bonds at \$100 each.

SANTA ROSA COUNTY.

Milton:

One hundred and fifty dollars spent for Home Economics equipment. Some Physical Apparatus added. Three hundred dollars spent for library books. Large class in Mechanical Drawing organized in 1917-18, equipment for same costing \$50.

SEMINOLE COUNTY.

Oviedo:

This school acquired a piano and a graphophone.

Sanford:

Attendance greatly increased. New supplies and a large table added to the Scientific Department. The half time of a sixth assistant teacher added.

SUMTER COUNTY.

Bushnell:

Electric lights installed in school building, and books to the value of \$400 added to the library.

Webster:

Fifty dollars expended for the purchase of chemicals.

Wildwood:

Much improvement in the condition of the grounds. Steps taken to obtain Scientific Apparatus for the Ninth and Tenth Grades.

SUWANNEE COUNTY.

Live Oak:

Apparatus, costing \$115, added to the Science Laboratory. Movement begun to secure the sum of \$200 for new library books.

TAYLOR COUNTY.

Perry:

Much improvement noted in school grounds. Supplies purchased for the Chemical and Physical Laboratories.

VOLUSIA COUNTY.

Daytona:

Substantial increase in high school attendance. Large Commercial Department.

Daytona Beach:

A handsome new school building erected at a cost of \$52,000. Ample provision made for Cooking, Sewing and Manual Training.

DeLand:

A new building completed at a cost of \$70,000. Ample provision made for Cooking, Sewing and Manual Training. Excellent equipment for Physical Laboratory provided. High school course lengthened from two to four years.

New Smyrna:

New school building completed at a cost of \$60,000. Manual Training, Cooking, Sewing and Music added to the curriculum.

WALTON COUNTY.

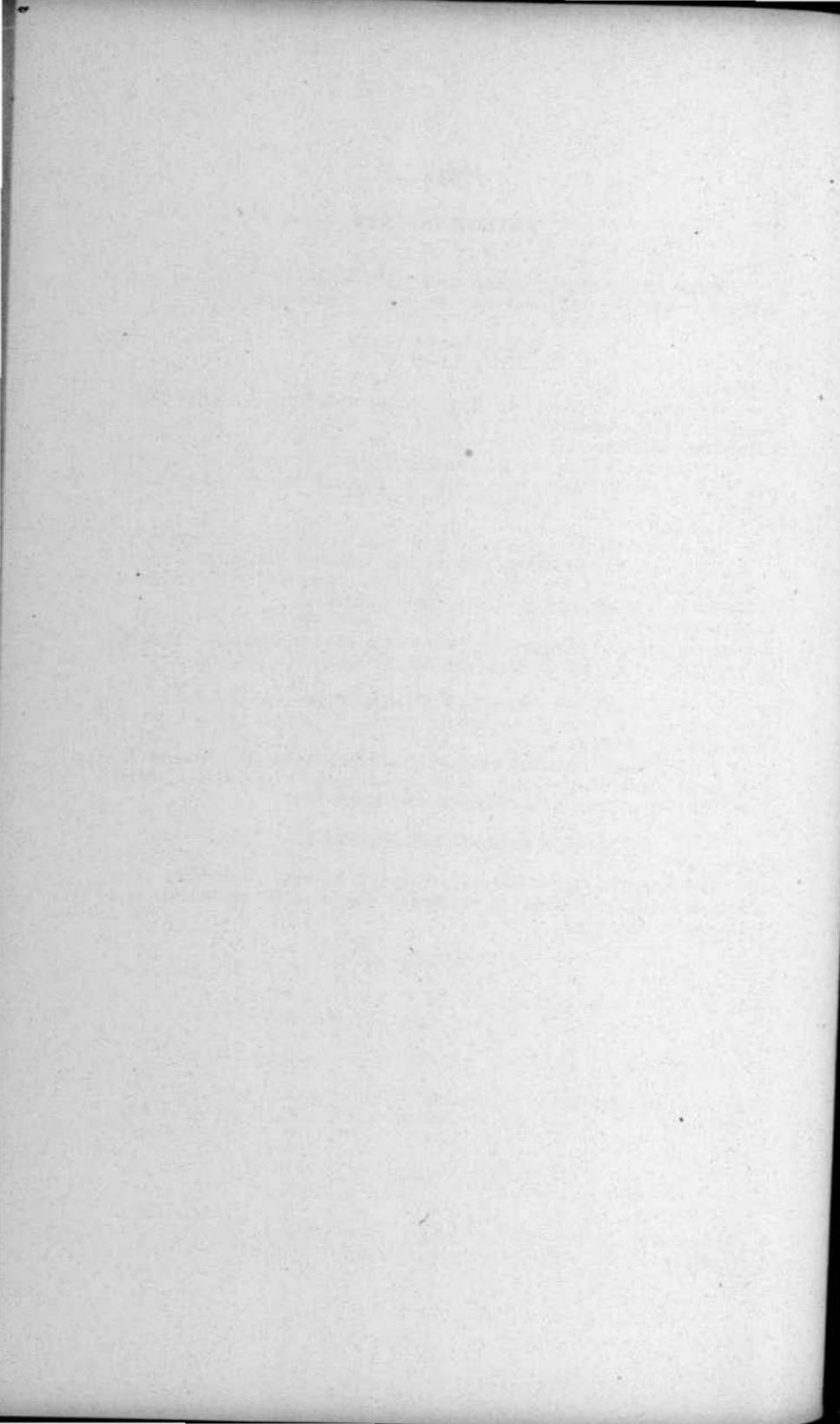
DeFuniak Springs

New school building erected costing \$27,000. Enrollment increased about 20 per cent. Equipment to the value of \$75 added to the Departments of Physics and Chemistry.

WASHINGTON COUNTY.

Chipley:

Considerable sum of money spent in equipping the high school with apparatus for teaching the Natural Sciences and Domestic Science.



CHAPTER VI.

RURAL SCHOOL INSPECTORS.

This Chapter is made up entirely of the reports of Hon. Shelton Philips and Hon. R. L. Turner, Rural School Inspectors. These inspectors make weekly reports to the State Superintendent, giving the general conditions of all educational matters in the county or counties covered by their week's work.

The reports are here presented just as made and without further comment than to say that the State Superintendent believes that Rural School Inspectors are a necessary and important part of the State school organization and that future years will make plain the value of the work of these inspectors and the wisdom of the legislation that provided for it.

REPORT OF INSPECTOR SHELTON PHILIPS.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I have the honor to submit herewith the report of my work as one of the State Rural School Inspectors for the period beginning January 1st, 1917 and ending December 31st, 1918.

For convenience, I have divided this report into two parts, Statistical and General.

STATISTICAL.

During the six months from January to July, 1917, I visited schools in the following counties:

Citrus, Levy, Alachua, Volusia, Gadsden, Taylor, Duval, St. Johns, Brevard, Polk and DeSoto. In these 11 counties I visited 75 public schools, held five public meetings, attended three Teacher's Institutes, and met with three School Boards in their regular meetings. The work among the schools of this period of time was a continuation of the programme that had been adopted for the six months prior thereto. This programme contained the following specialized points:

1. More sanitary privies for schools.
2. Better school houses and the renovation of the old so as to meet the demands of proper light and ventilation.
3. Closer class organization and proper gradation of pupils.
4. More regular attendance on the part of pupils.
5. Thoroughness in pupils' daily work and better preparation on the part of teachers for their daily work.
6. Community activities in the way of School Clubs and Associations.

From July 1st, 1917 to December 31st, 1918, a period of 18 months, I visited the following counties:

Gadsden, Lee, Lafayette, Bradford, Pasco, Alachua, Wakulla, Hernando, Lake, Holmes, Liberty, Calhoun, Washington, Jackson, Nassau, Flagler, Citrus, Franklin, Bay, Leon, Hillsboro, Pinellas, Lake, Dade, Palm Beach, Broward, Monroe, Madison, Marion, Columbia, Jackson, Walton, Escambia, Leon, Holmes. During this time I paid two and three visits to 8 different counties. In these 38 counties, I visited 264 schools.

During the biennium, I visited schools in 49 counties, and in all a total of 339 schools, attended 12 School Board meetings, conducted 10 Teacher's Institutes, conferred with trustees and school board members in 22

communities, examined over 8,000 school children in their grades and planned the architecture of 9 school houses.

Beginning with my visit to Wakulla county in October 1917, I kept official record of conditions in all schools, 180 in number, visited in 29 counties. This record was so arranged as to take care of three phases of work;

1. As a score card for grading schools.
2. As a data record for any statistical report.
3. As a data record for basis of monthly and weekly reports to the State Superintendent and an official report to County Superintendent.

These forms are bound in a permanent manner and so arranged in book form as that the white perforated sheet, which is called the original, may be detached leaving a carbon copy in the book on a yellow sheet. The white or original sheet is left with the County Superintendent, who has the option of using the Inspector's Report so as to stimulate teachers in their work or even being prepared against the day of checking up.

As a "score card for grading schools" we were forced to assess certain values, which, although arbitrary, nevertheless has the merit of following the practices of other states along similar lines. The divisions or sub-heads are as follows with the percentage values of each set opposite:

- | | |
|------------------------------------|------------------------------|
| 1. Classification | Possible score of 5 credits |
| 2. School Location | Possible score of 10 credits |
| 3. Building and Water Supply | Possible score of 20 credits |
| 4. Ventilation and Light... | Possible score of 20 credits |
| 5. Furniture and Apparatus. | Possible score of 20 credits |
| 6. The Recitation | Possible score of 25 credits |

A perfect score..100 credits

The rank of a school was designated by the letters A, E, C, D, E. A schedule of percentages was determined

upon that would fix the rank or grade of a school, as follows:

Rank A—A school that scored from 90 to 100

Rank B—A school that scored from 80 to 90

Rank C—A school that scored from 70 to 80

Rank D—A school that scored from 60 to 70

Rank E—A school that scored from 50 to 60

Following this scheme, there were times when we needed a letter lower down in the alphabet than "E" to give proper rank to some schools. We are happy to state, however, that such schools are few and far between, and the disposition of County Boards where these are found is to proclaim that term the last to be taught in such a building. Indeed, this is true where schools score less than 60 to 70, or Rank "D".

Of the 180 schools for which this record was kept

50, or 27 %, scored from 90 to 100—Rank A.

60, or 33½ %, scored from 80 to 90—Rank B.

37, or 20 %, scored from 70 to 80—Rank C.

15, or 8½ %, scored from 60 to 70—Rank D.

18, or 10 %, scored from 50 to 60—Rank E.

Frequently a school would score high because of excellent work done by the teacher. Again, a school would score high because of the splendid condition of building, yard, closets, etc., and would have made a higher score if the teacher had measured up to the other conditions.

In nearly all cases where this system of grading schools has been shown to local trustees or supervisors it has tended to arouse a determination to correct any defects as to building and closets, and yard and water facilities, which lie in their power.

CONDITIONS OF BUILDINGS AND FURNITURE.

From the permanent records on file we find the following regarding certain conditions in these same 180 schools:

150, or 83%, have ceiling overhead, and in some cases, on the side.

30, or 12%, have NO CEILING, but are open to the roof.

140, or 76%, have paint on outside of building. Many of these need repainting.

40, or 24%, have no paint at all. Many of these are box-house and can not well be painted. White-wash would greatly help here.

130, or 72%, have black boards. Some schools need new ones.

50, or 28%, have no black boards. A few have a piece of board that is honored by the teacher for private use.

118, or 65%, have some kind of a chart. Some are in poor condition. Many of the charts are not being used by teachers except to stop a broken window pane, or else these stand in the corner as silent witnesses to the folly of the School Board in providing at least *that teacher* with a chart.

50, or 37%, have a library. In many cases the books are scattered around in the community. There is no general system on the part of county superintendents to keep track of the books, which, in some counties have cost as high as \$4,000.00. Teachers make no searching inquiry for books, upon assuming the duties of the school, and thousands of dollars of books are wasted.

130, or 63%, have no library. In many cases the school has a three or four volume school encyclopoedia. Either because of the poor arrangement of these encyclopoedias or the indifference of the teacher the children do not use these books.

Let it be said to the credit of School Boards that in 95% of the country schools the children are seated on

comfortable, patent desks. In a very large number of cases, fully 85%, the pupils have a good, warm stove in the winter. We hope for the day when parents will come to recognize the great service to the pupils and the school of having wood furnished to the school instead of requiring the little children to break up into straggling lengths what loose wood may be the handiest to the school; this is often the odds and ends of old charred light-wood, which when placed in the school room, supplies nine-tenths of the trash of the room, to say nothing of the dirt and smut that get on children's hands and clothes. The worst part of all this is, that when a boy gets smutty and dirty he does not care who else gets that way; this will engender careless habits which in after life does not add to good citizenship. If the children must gather up this loose wood then at least a wash place, soap and towel, should be provided for the boy who, in the performance of duties imposed upon him must get black and dirty. No house hereafter should be built that does not provide a wash place for pupils, and a store room for wood.

OUT BUILDINGS (PRIVIES)

There is need of mandatory laws that will penalize school authorities for not providing decent privies at the schools of our State. The principal of the school should be held responsible for the foul and indecent condition of a large number of school privies.

I am glad to report, however, that during the last two years there is a growing lack of obscene language and a generally better condition of the school privies. This is particularly true in counties whose Superintendent has made especial effort to keep in touch with the condition of school house privies. Some superintendents require a monthly report on the condition of the privy; others employ for small consideration one of the pupils to act as

janitor and also to look after the sanitary condition of the privies.

In some schools I have seen "hides," not closets, for girls and for boys, these must follow the instincts of small animals in the grass or behind trees. This condition is a menace to morals and is the breeding ground for vice. The moral effect is wonderful of a clean room, a clean yard, and sanitary closets. In no school where these latter conditions prevail have I found anything but orderliness and good discipline. In schools where there is a show of poor discipline and low ideals among the pupils it is traceable to dirty and dingy houses, full of trash, paper and pieces of chalk, yard littered with weeds and paper, a sloppy place around the pump, and a foul and indecent place for a closet.

I am glad to report that certain counties are not satisfied with such low conditions and have spent considerable time, thought and money on the proper kind of toilets for their public schools. The percentage of infected children in the country is greater than in towns and cities, as reported by the Health Authorities. The people in the country are entitled to as sanitary conditions as people in towns and cities, and, if left to care for themselves, years may pass by before the relief these need will be provided. The gospel of Health, the Means of Health and the Happiness in Health, must be brought to them. It is the State's duty to furnish the machinery for the accomplishment of the health of all its citizens, country as well as cities.

BUILDING AND GROUNDS.

There has been a decided improvement in the interior arrangement of old school houses and the architectural design of the more recent buildings. There has been an awakening to the necessity of giving thought to light and ventilation. Under advices offered while inspecting

schools, houses that had too limited amount of light have been improved by an addition of extra windows and the extra addition of ventilators for circulating air in the upper region of the rooms. I have considered it not only a duty but a privilege to aid communities in planning new buildings. In the more costly buildings for small towns and large country communities, I have resorted to the help of architects, who have been very generous to me in supplying inexpensive plans for school houses. I find that many of the architects of the State are willing to help in this matter, and have gone so far as to promise a set of plans for different size houses, free of charge, if the State would publish these plans. The Rural School Inspectors do not have any funds to fall back upon for such purposes and the work is being neglected because of lack of funds. We need such a bulletin of plans for one, two three and four room school houses, to be placed in the hands of School Boards.

THE CONSOLIDATED VS. THE SMALL COUNTRY SCHOOL.

The small country school is almost hopeless. Here, we have one teacher who is expected to be a specialist in Grammar, Arithmetic, Geography, History, Physiology, Civil Government, History of Florida, Agriculture, and the art of Dramatic Reading. She must be mild of disposition but firm in character, love the children and their parents, love the community and speak in praise of its conditions, meet all the demands of society and church, go well dressed but not immodest, be lively and take well with the people, but not receive "company."

If she needs to prepare her lessons for next day, she must approach this hour with almost stealth, for, in many communities, if caught studying a lesson designed for children the opinion of that community will be that she is ignorant. Little sympathy is extended her in this arduous task of hearing 39 different recitations each day,

and, as the usual gauge of her efficiency lies in the number of pages gone over, she sees to it that pupils progress rapidly, so far as pages are concerned. For in these schools children must be promoted, regardless of the length of the term. No wonder that pupils are not thorough under these conditions. No time for illustrative talks on any subject; no apparatus for demonstrating work; no library of good books or references; no time for supervised study; no time for socializing the school; no time for Literary Societies, and if there were, many of the communities would persist in thinking the time was lost to the pupils. No time for school Patron's Days, School Clubs, Domestic Science classes, or practical application of rules of health and recreative games and plays.

The small country school, under these circumstances, is almost hopeless.

THE CONSOLIDATED SCHOOL.

The consolidated rural school is the hope of the country. Every boy and girl should have the fullest opportunity to develop into a trained and intelligent citizen, and a definite plan for promptly meeting this responsibility should receive the first consideration of our school authorities and legislators. Sixty (60) per cent of our girls and boys are found in the country schools, and, if a "majority rules," then it is high time that this majority should come into its own. Is it doing this, when the country boy is allowed 4 to 5 months and the city boy receives 8 months? To the city school is given a twenty thousand dollar building, trained teachers, music, art, dramatics, science and physics, laboratories, lecture courses, sanitary conditions along modern ideas, medical examination, disease specialists to look after the pupil, modern equipment for class room work and play-ground equipment for physical development.

The country boy and girl does not need to go to the city for his or her education. This should be given in the open country in terms of the life of that community. The consolidated rural school must be very different from the city school or it is a failure. The lack of space forbids a detailed account of plans, equipment and purposes of a school in the country that shall take care of the modern education of the class of growing adults who soon must become the home-owners and Nation-directors of the near future. Rural civilization is the back-bone of our National civilization; when this fails, all fails.

A state is unwise that does not pay especial attention to this class of its citizenry. These schools for the country people are to be set and directed towards agricultural, horticultural and stock raising education. Encourage a boy to regard his land and its richness, his stock and their increase, his orchards and their yield, and cease yearning for the city lights, its walls of brick and allurements of its life. Let him know that it takes as much brains to conduct a successful farm as it does to conduct a successful bank or manufacturing plant.

This consolidated school offers the only place where the country may hope to compete with the towns in education. Here can be put the modern building, the trained, because more expensive, teacher, the full complement of teachers for all classes of work, the provisions for teaching vocational agriculture and home-keeping sciences, an 8 months term and full equipment for Science teaching and Manual Arts. People are not willing to give up their single room neighborhood school merely to add this to two other such small schools and call that the "*consolidated school*." And I do not blame them for this. If a consolidated school does not mean more than a union of three poor schools I would prefer to retain my neighborhood school.

I have wondered if I might be able to write this report without saying something about "what the War has

taught us." And yet there is a lesson for all in the number of rejected men from the physical examination, the number of illiterates drafted in the army and navy, the number of places that called for skilled men without being able to find the men who were so trained. This condition, if it is to be laid at the door of our schools, needs to be reckoned with for the future good of this country.

If England, while in the throes of war, found it expedient and wise to enact laws for the compulsory attendance of all children on the public schools up to the age of 14, and part-time education of all children up to the age of 16, and this to reach her industrial life, may we not feel that Florida is remiss in her obligations to its children if we do not make the biggest effort of our history NOW for the proper education of all classes of our people.

Therefore, I recommend the following:

1. Professionally trained teachers for all schools; specially trained teachers for the rural schools.
2. Qualifications for leadership in the county school officials.
3. Junior High Schools and Agricultural High Schools for the country; Senior High Schools and Technical schools for the city.
4. Compulsory school attendance laws.
5. Continuation schools for the adults of the country and employment of the principal at all consolidated schools for the term of 12 months.
6. State aid to all consolidated schools that meet certain requirements as to fitness and preparation of teacher, equipment, building, and course of study offered, to be further conditioned upon a 12-months employment of principal.
7. Tenure of teachers office and a sliding scale of salaries, fixing teacher's income in direct ratio to length of service in the same community.
9. Consolidation of schools.

10. Employment of four Rural School Inspectors, one for each Congressional district, who shall, in addition to other duties, make medical examination of pupils, reporting their findings to the parents as information on suspicious cases which may require the attention of the family physician.

11. A legal term of six months for all schools.

12. Standardization by the State School Department of Rural Schools.

13. Increase in salary of teachers, taking into account term of service as well as professional qualifications and grade of certificate.

14. Mandatory laws touching school sanitation.

15. Appropriation for a bulletin on school house architecture and authorization for State Board of Education to pass regulations to require county school boards to conform to standard plans in the erection of all schools in the country as well as towns.

The temptation is great to single out certain counties that have made wonderful strides in improving school houses, grounds, care of toilets, standardizing schools, increase in daily attendance of pupils, introduction of household arts in the country schools, and arousing a fine school spirit among the people.

I wish to thank all county superintendents for their uniform courteous treatment and cooperation with the School Inspectors. The work is growing in importance and there has been a decided improvement in nearly all phases of school activity in this State.

Very respectfully,

SHELTON PHILIPS,
State Rural School Inspector.

REPORT OF INSPECTOR ROBERT L. TURNER.

Hon. Wm. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I beg to submit herewith, a report of my work as Rural School Inspector of the State of Florida for the period beginning January 1st, 1917 to January 1st, 1919, inclusive.

We have had many and serious problems to deal with since my last report was tendered, due to national disquietude which has perceptibly affected local conditions everywhere. Our schools have not escaped. Some of our best teachers resigned their positions to enter other fields of labor in government service at greatly enhanced salaries; so that, in some sections, our schools were greatly handicapped.

Many of our boys and girls have had to follow the plow and till the soil, not alone from a patriotic desire to serve their country, but from stern necessity. At the call of their country, older brothers were taken from the farms and put into ranks with other gallant soldiers, and these younger ones had to assume the work and responsibilities of the home, some of them even going into offices and stores, their labors, often, incompetently performed, due to lack of preparedness for such work or employment. Should not this be an incentive to us to insist upon higher education? No city on earth can exist without the supporting aid of our rural population. This being an acknowledged fact, are not our rural schools entitled to better facilities for the accomplishment of such preparedness, as a repetition if such exigencies may demand of our pupils? Should we not insist upon better

buildings, better equipment, best grade teachers with better salaries, and every facility for the promotion of higher education along the lines contributive to the future of our state through the labors, mental and physical, of our rural boys and girls? I plead for these children, our hope is in them. We should give them the best we have or can procure. A pupil undoubtedly takes more pride in his work if his surroundings are comfortable and attractive, and his studies made attractive and entertaining. Love of the beautiful is inherent in every human breast, and tasks are performed more perfectly when pride is touched, and ambition excited to greater effort. Then let us have more attractive and better surroundings for them, we will in turn have better, and more competent men and women, better rural homes, better farms, more civic pride, better citizenry, and too, they will learn the value of a good appearance personally, and for their homes inside and outside, their gardens, out-buildings, fences, in short, the gospel of ORDERLINES and CLEANLINESS, and, naturally, the habit of looking, doing and being at their best, will become second nature to them. During the recent enlistment of our men between the ages of 21 and 31 years, the hopeless ignorance of some of them along primitive lines of education was noticeable; namely, Reading, Writing and Spelling. Forty thousand of these men were put into classes and taught the primary subjects of the common schools, at the expense of the government in order to make more efficient soldiers of them. What is our duty in reference to the boys and girls of this generation? Shall we permit them to grow up in ignorance, in this great proportion. It would seem that this fact would warrant some general type of compulsory education.

During the period covering this report, I visited the following counties for the scholastic year of 1917:

Alachua, Baker, Bradford, Brevard, Clay, Columbia, Escambia, Gadsden, Hamilton, Holmes, Hillsborough,

Levy, Jefferson, Lafayette, Marion, Nassau, Okaloosa, St. Lucie, Santa Rosa, Taylor, Walton and Wakulla.

For the same period, I visited the following counties for the scholastic year of 1918:

Alachua, Bradford, Brevard, Clay, Columbia, Duval, DeSoto, Escambia, Gadsden, Hamilton, Hernando, Jackson, Jefferson, Lake, Lee, Levy, Leon, Madison, Manatee, Marion, Okaloosa, Orange, Osceola, Pasco, Pinellas, Polk, Putnam, St. Johns, Seminole, Sumter, Suwannee and Volusia.

In each of these counties I have officially inspected and reported the needs and conditions of the rural schools visited. Suggestions were made where necessary as to the plan of building, including light, ventilation, equipment and sanitation, as well as the general conditions of the premises. During this period I have inspected and reported my findings as to conditions in 318 rural schools of from one to three teachers. Also assisted in thirty-one community meetings for school improvement; attended twenty-five county teachers institutes; delivered eighteen commencement addresses; assisted in two examinations, one county, and one state; conducted several campaigns for compulsory attendance; assisted in the creation of Special Tax Districts in five counties. Five hundred and eighty-five days were employed for the above work. I have traveled approximately 24,000 miles by rail, and 10,000 miles by automobile and buggy in the performance of this duty. In the 318 rural schools visited there were 16,205 children enrolled, with an attendance of 11,452; teachers employed, 463. We have had much interruption on account of the epidemic of influenza during the last few months. We could not help this Providential affliction, but it is the duty of all of us to work so much the harder to make up for the lost time. This report will not give an account of the work done for the years 1917-18 in the detailed form of my former report, because of the conditions produced by the war, which closed so many of

the rural schools from lack of teachers, and caused consolidation of schools in some sections, as a matter of necessity for educational opportunity; and, in addition to this, the epidemic of influenza has reduced the average attendance and length of school term.

LENGTH OF TERM.

I find the length of term to be: 40 schools, 4 months; 38 schools, 5 months; 65 schools, 6 months, 32 schools, 7 months; the remainder, or a balance of 143 schools, 8 months. The above facts in reference to length of term, shows a decided improvement since my last report, for the number of rural schools, and this despite the unforeseen interruptions heretofore mentioned.

ADMINISTRATION AND INSPECTION.

The County Superintendent of Schools in Florida has both business and educational duties. He carries out the provisions of the law and the orders of the County School Board in respect to all matters pertaining to the county school system; he exercises general control of educational policies.

The activities in progress now, are so many that no superintendent can possibly keep in constant touch with all, and hence State Inspectors. The theory of general supervision can best be expressed by saying that the Inspectors, and all Supervisors for that matter, develop general educational plans and outline ideals in accordance with the State Department of Education.

However, it is not to be inferred from this that the inspectors are not concerned with the efficiency of the schools. They assist in "County Teachers' Institutes;" they visit classes, inspecting the instruction and making suggestions for its improvement; they give a good deal of attention to sanitation, ventilation, equipment and conditions in general; they look after classification and gradation, daily programs and organization, etc.

COURSE OF STUDY.

We are guided by the State Course of Study in examining and explaining the Daily Class Programs with special reference to the Common School Subjects.

The official State Course of Study is not intended to limit the teacher's personality or freedom, and teachers are expressly enjoined to adapt, as far as possible, their instructions to the needs of their particular schools and communities. The State also prescribes a uniform series of text books for all schools.

SANITATION.

This report shows a decided improvement along this line as compared with my report of 1917:

	1917	1919
Total number of schools reported.....	237	318
Number of schools without a closet.....	58	24
Number of schools with but one closet.....	73	41

The other schools reported have at least two closets.

In connection with the above, I would suggest that it might be well for the State Board of Health to furnish the Inspectors with blanks for the purpose of reporting such unsanitary conditions as they may observe in order that the State Board may follow up the work with the District Health Officer. This phase of the work needs to be emphasized. In particular, is this necessary at the present time when Influenza is so prevalent throughout the State.

WATER SUPPLY.

It may be well to mention the type of water facilities found in the various rural schools. Number of schools equipped with pumps, 177; with open wells, 19; cistern,

13; private or spring water, which is brought to the school by the pupils from some home or elsewhere, 50; leaving a balance of 59 furnished with city water or school plants. Many of these pumps furnish surface water, but few of them could be termed deep water. We are advising simple devices for keeping the surface about these pumps dry.

GENERAL SUGGESTIONS.

First. Remodeled School Rooms—We have, and will continue to urge increased emphasis upon proper school rooms. In several counties the windows have been rearranged, and cloak rooms constructed.

Second. Contemplated Project.—We plan to set up a model class room in each county where needed. To do this it will be necessary to re-arrange windows for proper light, construct cloak rooms, tint the walls, adjust the seats, heater and blackboard, and oil the floors. Then teachers, parents, pupils and the public, might know how simple and economic a matter it is to have these houses, in which their children pass so much of their time, properly arranged. Of course this would require some money, and some of the counties have already agreed to furnish the money necessary to carry out this project, but I would suggest, as a means of encouragement, that Florida, as other states are doing, pay one-half of the cost, (approximately \$15.00) and require the County Board to match the appropriation with an equal amount for this purpose. This is a simple plan of stimulating the people to an appreciation, through a concrete example, of rural school improvement. If this legislature can see its way clear to make this little appropriation of \$15.00 to each county where needed, then, in my opinion, in 1921 the result of this work will be very gratifying.

Third. School Buildings.—We are impelled, by my observation and inspection, to call the attention of the

legislature, superintendents and school boards to more careful consideration of the construction of school buildings. No school house should be built except by approved plans. We ought to have a state law regulating the kind of building, and the proper lighting of every school house, no matter how small. In the absence of such legislation, we can do much to remedy this situation if the people will co-operate with us.

These three things will do more to improve the rural schools of Florida than any other matters that we can consider at the present time; namely:

1. Improved Rural School Buildings.
2. At least two years of normal training for rural school teachers.
3. Better salaries for rural school teachers.

It is a known fact that approximately 62 per cent. of the children in Florida enrolled in the public schools, come from the rural districts; therefore I am making this plea for the majority of the children who are now getting their education at the expense of the public through taxation. We need close supervision, efficient teachers and ample facilities for the prosecution of this work, without it, our efforts will be poorly rewarded. The legislature of 1917 made provisions for industrial education under the Smith-Hughes Act. As designated State Supervisor of the agricultural part of this work, it has taken more or less of my time to supervise the nine schools now in operation. Vocational Education is one of the many phases of re-directed education that will require much of our money, time and attention, because of its importance.

CONCLUSION.

A great deal might be written and said complimentary to the Rural Schools of Florida, concerning their high standing and progressiveness, as indicated by the con-

stant adoption of new and better methods of teaching and of better buildings and equipment.

It is the general impression that our public schools furnish equal educational opportunities in all parts of the state to rural and town children. The impression is erroneous. It is true that the public schools, both town and rural, have made considerable progress, but the most notable progress has been confined, in general, to the city and town. For many years the rural school in most counties made little progress except that resulting from the activities of the past few years.

Opportunities for education in many of our rural districts are exceedingly meager, in comparison with the opportunities offered in the towns and cities.

As a rule we find the town schools well managed, the schools are supervised by trained educators, and are taught by professionally trained teachers. The school houses are modern, sanitary and well equipped with adequate furnishings and facilities for teaching. On the other hand, it is generally true that rural schools lack economical management, adequate supervision and efficient teaching. The majority of them are housed in uncomfortable buildings, some of them unsuitable from almost every standpoint, without proper furniture or facilities for heating, ventilating and lighting; without adequate provision for guarding the health and morals of the children, and with comparatively little equipment—some with no black boards, and benches used for desks, and no place to write—for teaching.

I am glad to note and record this fact that we are now turning toward the neglected rural school. Reform, however, must begin with the supervision and management. No extended progress is possible unless the school affairs are wisely administered.

Supervision must be provided for rural education. No extended improvement in the quality of the teaching is possible without proper supervision and guidance.

Trained teachers must be obtained and means of training provided.

Few citizens realize the magnitude of the rural education problem now before us. It is not generally known that illiteracy in rural districts is twice as great as in the towns and cities. But few know that approximately 62 per cent. of the total school enrollment is in rural schools, but the aggregate rural attendance is only 51 per cent. of the total aggregate attendance. Sixty per cent. of those in rural schools are in one-teacher country school houses, and that the instructional work in the average one-teacher country school is of very low grade.

The children of the rural schools can not be properly educated with only four, five or six months school year. Better rural schools and longer terms are imperative if the state expects to go into the business of education seriously.

The fundamental rural school problem is that all the people should have a bigger conception and deeper conviction of the purpose and meaning, and tremendous significance of our rural public schools. There is no greater public interest or any that demands more liberal support and business-like administration.

Finally, with the earnest hope that this report will contribute something to this end, it is most respectfully submitted.

R. L. TURNER,
State Rural School Inspector.

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CHAPTER VII.

STATE SCHOOLS.

The State Schools are: The University of Florida at Gainesville, the State College for Women at Tallahassee, the Florida School for the Deaf and Blind at St. Augustine, and the Florida Agricultural and Mechanical College for Negroes at Tallahassee.

These four institutions are under the control and management of the State Board of Control, composed of five members, appointed by the Governor, which acts with and is to a limited extent subject to the supervision of the State Board of Education. The personnel of the State Board of Control is as follows: Joseph L. Earman, Chairman, Jacksonville; E. L. Wartman, Citra; T. B. King, Arcadia; J. B. Hodges, Lake City; J. T. Diamond, Milton, with Bryan Mack as Secretary.

The reports of the Presidents of these schools make up this Chapter IX, and furnish interesting information concerning the work, progress and needs of these institutions. These reports should be read, if possible, with the report of the State Board of Control, which contains full details and statistics of these schools.

UNIVERSITY OF FLORIDA.

BIENNIAL REPORT OF THE PRESIDENT OF THE UNIVERSITY OF FLORIDA.

Gainesville, Fla., March 10, 1919.

Dr. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

In pursuance of your request, I have the honor to sub-

mit the following statement on the activities, progress and needs of the University of Florida.

For a more complete and detailed report of the University I respectfully refer you to the biennial report of the State Board of Control of Higher Institutions of Learning of Florida.

I. ATTENDANCE.

The annual catalogue for the year 1916-17 shows that 1,125 students received instruction on the campus of the State University. These were distributed as follows: 18 in the Graduate School; 95 in the College of Liberal Arts, or the College of Arts and Sciences; 137 in the College of Agriculture; 59 in the College of Engineering; 82 in the College of Law; 69 in the Teachers College and Normal School; 539 in the Teachers Summer Training School (co-educational); and 172 taking courses by correspondence. As 46 were enrolled both in the regular session and the summer school, this number should be deducted from the grand total, leaving 1,125 as the net total attendance for that year. There were representatives among the students of 51 Florida counties, 16 States, the District of Columbia, and two foreign countries.

In 1917-18, 1,037 students received instruction. This enrollment was distributed as follows: Graduate School, 5; College of Arts and Sciences, 92; College of Agriculture, 132; College of Engineering, 104; College of Law, 46; Teachers College and Normal School, 43; Teachers Summer Training School (co-educational), 433. In the Club Boys' Short Course in Agriculture there were 112 students. In the Correspondence Courses for that year there were 122. Fifty-two students were enrolled both in the regular session and in the Summer School; deducting this number from the total enrollment leaves a net total of 1,037.

The attendance in 1917-18 came from 49 Florida counties, 18 States and three foreign countries.

It should not be overlooked that all the activities of the University are not confined to the University campus. There are the Agricultural Demonstration Agents, the agents of the Club Boys' work; Farmers Institutes; Agricultural Experiment Station; the Smith-Hughes Vocational Teachers' Training Workers in Agriculture, and the Trades and Industries; the Correspondence Courses; Farmers' Institutes; High School Inspector, etc. By means of all these agencies thousands of our citizens are receiving helpful suggestions and instruction in their various fields of endeavor.

II. THE WORLD WAR AND THE STATE UNIVERSITY.

The difference in attendance at the University for the session 1916-17 and 1917-18 is accounted for by the world war. In the weeks immediately following the declaration of a state of war large numbers of students enlisted in various branches of the service. Many other students left the campus to take positions on farms, or in munition factories. Even members of the faculty were granted leave of absence to enter the service of the Government. Of the 434 regular students in attendance at the outbreak of the war less than 160 remained to the close of the session that year. These students volunteered for officers' training camps and for other war work activities. Forty-odd young men from the University of Florida were commissioned at Ft. McPherson, the first of the officers' training camps. Since that time more than 150 former students and alumni have been commissioned in the army and navy. The University of Florida takes great pride in the fact that not one of her former students who went to the officers' training camps failed to receive a commission. The calibre of the State University men is again shown by the fact that a number who had been commissioned as lieutenants served as instructors on the military staffs at Cornell University, Amherst College, University

of Pittsburgh, University of Georgia, University of Virginia, etc. It is now known that over 530 University of Florida men served in various ranks in the fighting forces of the nation.

So far as is known at present, the first Florida man to make the "supreme sacrifice" on the battle fields of France was a University of Florida man, commissioned at Ft. McPherson, Lieut. Wiley Burford, son of Col. R. A. Burford, of Ocala.

1. A FLORIDA SOLDIERS' MEMORIAL HALL.

In view of the large part the students of the University took in the war, many of whom were called to lay down their lives for their country, it has been suggested that there should be erected a memorial building befitting, not only these boys, their courage and their sacrifice, but also the valor and patriotism of all the 45,000 young men from the State of Florida who went to the front in defense of their country, our homes and fire-sides. This memorial hall should be dedicated to all Florida soldiers who served in this great crisis of the world. This building could be made very useful, and it is greatly needed for every day service on the campus. In this hall would be set aside a small room or booth for each county in Florida. In each booth would be a tablet containing the name of every man from the county in which he enlisted. Photographs, war relics, county emblems, and, indeed, relics of the Civil and Spanish wars, war records of importance from each of these counties, and special memorials to each Florida soldier who lost his life in the war, would be preserved. This building would always be open to the public and remain a perpetual reminder of the bravery, patriotism, courage and self-sacrifice of Florida soldiers.

If the State Legislature would appropriate \$100,000 for this purpose it is believed that the citizens would con-

tribute another \$100,000 or \$150,000 to a memorial hall dedicated to our boys who served in the great world-struggle for humanity, for justice and freedom.

The State of South Carolina has, through its Legislature just adjourned, provided for such a building on the campus of her State University, and appropriated \$100,000 on condition that not less than \$100,000 be raised by subscription from the citizens of the State for that purpose. Surely Florida can do no less.

Such a memorial building would take the place of an administration building, provide a home for the State Museum and the general University Library, administration offices, an adequate assembly hall, and at the same time offer rooms and space for memorials and tablets from every county in Florida, as suggested above. Could anything be more fitting than the dedication of that building, which is to be the architectural climax of the State University, to the Florida soldiers? Here is the University situated almost at the geographical center of Florida, accessible to all parts of the State, where the largest majority of young men of the commonwealth will receive their training in college and in professions. Could a more appropriate location be found for a memorial dedicated to our Florida soldier boys? Florida Soldiers' Memorial Hall would provide a practicable and a suitable memorial to our boys who fought "to make the world safe for democracy."

It is hoped that this suggestion may find a ready response from the Legislature of Florida.

2. NEEDS OF THE UNIVERSITY.

In the report to the Board of Control, last July, very conservative estimates on the needs of the University were stated. These were conservative, for no one expected the armistice to come so soon, and it was understood that the main business before the country at that

time was preparation for war. The University therefore offered its plant and its force to the War Department, and this offer was accepted, but much of the expense incident to this undertaking was assumed by the Federal Government. More than 800 fighting mechanics were trained on the campus from last June, 1918, to the time of demobilization, December 14th. Besides this, 476 young men enlisted in the Students Army Training Corps during that time, and the University became all but an army cantonment where future officers and useful mechanics received instruction under high-pressure methods in order that men might speedily be prepared for active duty at the front.

But now, fortunately, peace has come. Former students are being mustered out of the service and they are returning to college. Other young men of the State are coming in ever-increasing numbers. This is the common experience of colleges and universities throughout the country. The war has so thoroughly vindicated college training that the resources of every university in the United States will be taxed to the limit in the years to come to accommodate young men who want the training that the university can give.

(a) We have reason to believe that the enrollment here will double within the next two or three years. Therefore, if we were writing that report to the Board of Control today instead of last July, we would recommend and urge that at least one new dormitory be provided for. For construction and equipment of same \$65,000 will be needed.

(b) Besides that, there should be at least \$12,000 set aside for the completion of the kitchen addition to the dining hall. Part of this dining hall is now partitioned off for pantry, and the wing intended for the pantry is used for the kitchen. This arrangement not only takes up considerable dining room space, but the pantry now used for preparing and cooking meals is so badly crowded

that the work and efficiency of the boarding department is greatly impaired.

(c) Another pressing need of the University is the extension of its central heating plant to the dormitories, dining hall, Science Hall, and the Experiment Station hall. Five of the main buildings are now heated from this central heating plant, while each of the other buildings, including the new gymnasium, is heated from its own separate unit. The separate heating system requires the attention of one man and is otherwise expensive as to uses of fuel. In the dormitories, especially, the heating units are not fully adequate on our coldest days. For the sum of \$30,000 we could place all the buildings on this central heating plant and doubtless save the cost in fuel and labor to the extent that this improvement would pay for itself within the next five or six years.

(d) The fourth thing to which I wish to call your attention is the need of paying our teachers better salaries.

The professors of the University of Florida have done their share in the war. Some of them are members of the Naval Consulting Board of the United States, and the Intelligence Bureau of the University is composed of professors who co-operated with the War Department in making military census of students, alumni and faculty. These men have assisted on the draft boards, especially the Law faculty has been of great assistance to the local draft board, while the Dean of the Law School served on the Legal Advisory Committee of Florida. All members of the faculty subscribed liberally to the Y. M. C. A. War Work, War Library Fund, the Red Cross, and have, on account of small salaries, deprived themselves of actual necessities in order that they might subscribe to Liberty Bonds and Thrift Stamps. These men made several hundred addresses in behalf of various war activities.

These professors have been just as faithful to the University as they have to the country in this crisis. They are men of the highest type and training, and yet their

salaries are from thirty to fifty per cent less than those paid by other similar institutions in the southeast. The Bureau of Education Bulletin, Number 55, 1917, gives statistics from 89 universities and State colleges of the United States. The average salary paid in these 89 institutions to a full professor is \$2,899.44, while the average salary paid our professors is \$2,000. Universities and the public schools of other States are planning for large increases in pay to their teaching staffs for next year. These men at the University of Florida do not ask for large salaries. They simply deserve and must have salaries that will place their present living status upon its former basis before a dollar's purchasing power sank to fifty per cent of its former level. It is well understood that four or five years ago a dollar would purchase twice as much of the necessities of life as it does today. These teachers, therefore, ought to have an increase of fifty per cent in their present salaries. Though this is not the increase called for. But common justice may reasonably demand of the State that our professors shall receive an increase of not less than $33 \frac{1}{3}$ per cent to offset the increased cost of food, clothing and other common expenses of a household.

According to a recent article in one of our leading magazines, it is shown from the statistics of Bulletin Number 55, Bureau of Education, that the State of Florida pays but seven cents per capita, or thirty-five cents for the average family, each year for the support of all higher education in Florida. Florida is placed 36th among all the States on a basis of the per capita amounts expended for higher education. While the highest is \$2.37 per capita in a northwestern State.

Unless something is done to relieve the present embarrassing conditions on account of small salaries paid, the University will have to be content with a faculty composed of mediocre men. Florida must not lose its best men to other institutions, a possibility which we are now

facing, because other institutions are willing to pay a living wage.

Hoping that you may see your way clear to endorse these recommendations, and with assurances of the University's most sincere desire to serve the State Department, and to co-operate with you in making Florida the best educational State in the Union, I am, with great respect,

Yours very truly,

A. A. MURPHREE,

President.

FLORIDA STATE COLLEGE FOR WOMEN.

Tallahassee, Fla., February 24, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

In compliance with your request I have the honor to submit herewith the report of the Florida State College for Women for the biennium beginning July 1, 1916, and ending June 30, 1918. The unusual conditions that prevailed for the past few years on account of the war have affected the attendance in many colleges throughout the country. The College for Women, however, was not affected in this respect. During both years our dormitories were full to capacity and the college refused admittance to all out-of-State students. In the fall of 1918 we were able to take care of all Florida girls who asked for admission, but from the present outlook our dormitory space will not be adequate in the fall of 1919 to accommodate even our Florida girls. The enrollment has not increased as much during the past two years as it would have if

we had had more dormitory room. The attendance will increase considerably just as soon as dormitory accommodations are provided. It is hoped that additional facilities will be provided by the next Legislature.

ORGANIZATION.

In 1918 the Department of Home Economics, which was up to that time a department of the College of Arts and Sciences, was organized into the School of Home Economics co-ordinate with the other schools of the college. The growth of the work in home economics not only in the College for Women but throughout the State, and the demand for vocational home economics created by the Smith-Hughes act, has made this step necessary. The work in this department has always been maintained at a high level of efficiency, but with the new organization the College for Women will be in a better position to meet the increased demand for home economics work in the State.

Under the Smith-Hughes Vocational Board a vocational course in home economics has been arranged in addition to the courses in home economics already offered by the college. This vocational course can be given greater elasticity, so that it will meet the needs in the field of vocational home economics under the new organization.

The various schools of the Florida State College for Women at the present are:

- The College of Arts and Sciences;
- The School of Education and the Normal School;
- The School of Home Economics;
- The School of Music;
- The School of Expression and Physical Education;
- The School of Art.

FACULTY.

On account of the increased enrollment in all the classes of the college on account of the large demand for professional work in education, six additional teachers were added to the teaching staff in the years 1916 to 1918. Every student who enters the college is required to take English, and so with an increased Freshman class in the college an increased teaching force had to be provided in the Department of English. Miss Carrie Brevard was therefore, in 1917, appointed instructor in English in the College of Arts and Sciences.

In 1918 it was necessary to provide an additional teacher in the School of Education and the Normal School. Miss Inga Helseth was appointed instructor in Rural and Elementary Education. In the same year an instructor was provided to give part of her time to the Department of Chemistry and part of her time to the Department of Domestic Science. This arrangement has worked out satisfactorily this past year, but in the immediate future the growth of this work will demand additional teaching force. Miss Zilpah Battey was appointed to this position. The work in history and political science was strengthened by creating a new chair of social and political science. To this position Dr. Raymond Bellamy was appointed.

The increased need of home economics work in the State made it necessary to add new departments and to secure additional teachers. The position of research specialist was established and Miss Gertrude I. York was appointed for this position. In the extension field there was found a need for a dairy specialist to teach farm women the proper use of dairy products in the home. This position was provided for by the last Legislature and Miss May M. Morse was appointed. These two positions have added very much to the effectiveness of the work of the School of Home Economics.

Under the Federal Smith-Hughes Act the teacher-training work in vocational home economics was established here at the College for Women. This work is supported by a joint appropriation of the Federal Government and the State and is under the control of the State Vocational Board. Under the provision of this act the Board has arranged for the teaching of vocational home economics and for the inspection of the home economics work out in the State. To this position of teacher-trainer in vocational home economics the Vocational Board appointed Miss Alice Thomas, the work to begin January 1, 1918. At the end of the scholastic year Miss Alice Thomas was succeeded by Miss Edith Thomas, who has charge of the work now.

It is quite evident that this work will grow very large in the near future. It is large now because of the strong home economics work that has been done here in the past years, and with this new impetus the work will grow beyond the resources that are provided now by the Vocational Board. In order to meet the needs of this work it will be necessary to give a larger per cent of the resources under the Smith-Hughes Act to vocational home economics.

In the summer of 1918 a Y. W. C. A. secretary was provided for the College for Women. Her salary is paid part by the State and part by the Y. W. C. A. organization of the student body. For this position a trained woman in Y. W. C. A. work was secured, who gives all her time to develop the Christian life, the Christian spirit and Christian work amongst the student body. For this position Miss Gertrude Amundsen was secured.

Under this new arrangement the work of the Y. W. C. A. can continue to grow. The Y. W. C. A. has been for some years the strongest and most influential student organization on the campus. The work both in complexity and in quantity and quality has grown so that no student could manage it without neglecting her college studies.

It was for this reason that the paid secretary was secured in order that this organization might continue to grow and to be the most powerful student organization for good on the college campus. This work means much to the prospective teachers of the State.

As the school grows additional teachers will be needed in a number of departments. I wish especially to emphasize here that we will need additional teachers in the training school. Just as soon as the proper facilities are provided as to room and equipment we must increase our training school so that it will include the grammar grades as well as the primary grades. As soon as the educational building is completed the college kindergarten will be given quarters in this building and the space occupied by the kindergarten will be given to the primary training school. This will double the space for that work and in order to meet this growth at least one additional teacher should be provided next year, and if possible, two. As soon as additional room can be provided additional teachers should be secured there, so that we can give the best of facilities in practice and observation to all the students here who are preparing to teach in the elementary schools.

The college high school is provided with a faculty so that observation and practice teaching can be carried on there in the various departments. The students for this high school department come from the junior high schools in the various parts of the State. This high school is maintained here to connect with the smaller communities in the State that are not able to maintain a senior high school. In order to get the greatest possible use from this department for the State in every direction we organized the college high school, so that it can be a school of observation and practice for the students here who are prospective high school teachers.

We have, as is shown by the above, a kindergarten training school, a primary training school and a high school training school, but we are lacking the grammar

department. During the past few years we used the elementary professional course here for this purpose, but it is not wise to depend upon that in the future, because the conditions there are not what they would be in a regular school with children that belong to the various grades. We are now this year building the training school up to the sixth grade, with the hope that the next step next year may be to secure the seventh and eighth grades. It is the aim of the College for Women to give the prospective teachers here always the very best that can be given, in order that the College for Women may serve to the very best not only the students that come here but also the thousands of children out in the State at large.

SUMMER SCHOOL.

The increase in attendance at the Summer School during the past two summers here at the College for Women has been very gratifying. Even more gratifying is it to know that so many of the teachers that come to the Summer School are coming here not to cram for some examination, but to receive a broader outlook and a larger inspiration for their work. The College for Women has made every effort to meet this demand for broader and more scholarly work.

It will be necessary to provide in the Summer School thoroughly all the activities that are carried on in any first-class school for teacher training. The College for Women Summer School has maintained all the departments here that are maintained during the regular term, but some of these departments need strengthening immediately because of the large demand that is made upon them.

Not only do we need increased resources to meet this increased demand for work, but the Summer School needs increased resources to pay better salaries to the teachers. Our teachers of the Summer School are very poorly paid,

and I deem it of very much importance to secure more funds, so that at least reasonably adequate compensation can be given for the work done. I therefore recommend most urgently that increased funds for the Summer School be provided.

BUILDINGS.

During the past two years two new buildings were erected on the campus. One of these, Broward Hall, is a dormitory, and the other, the Education Building, is a class-room building. These two buildings were really needed two years before we secured them. The delay was caused by the panic which struck Florida the year the European war broke out in 1914. At that time one could not tell how severe and how long-continued this financial depression would be, and the Board and the Legislature deemed it best not to provide for any buildings, especially so since the depression might cause a falling off in attendance. As a matter of fact, the depression was one of very short duration and there was no decrease in attendance, but a constant increase, so much so that we had to turn away students for the past several years for lack of room. It is therefore of the utmost importance that immediate increased facilities be provided in order to meet the present situation.

Broward Hall is a three-story building to the west of Bryan Hall. It accommodates one hundred and nine students and is supplied with all modern conveniences. The building was completed in October, 1918, and every room in the building was reserved by students some time before it was completed.

The Education Building is a three-story building to the northwest of the Administration Building, fronting south. It is a brick building with terra cotta trimming and presents a very handsome appearance. In this building all the teacher-training work will be done. It will accommo-

date all classes in education, the college high school, work in manual training, the kindergarten department, the laboratories for zoology and nature study and the psychological laboratories. It is the plan to equip the building thoroughly throughout, so that the various activities carried on in this building may be taken as examples of what such work should be in any first-class school in the State. The resources may not be adequate to do this immediately this spring when we move into the building, but it is hoped that we may have the necessary equipment before school opens again next fall.

Since the kindergarten moves into the Education Building it gives additional room to the primary training school. It is hoped, though, that this training school can be given increased facilities by the next Legislature, so that we can maintain, as stated above, all the grades for the purpose of observation and of practice.

The need of more dormitories has been pointed out in the early part of this report, and it is hoped that they will be provided by the next Legislature. It will also be necessary to have more class-room buildings as the enrollment increases. This need it is hoped the Legislature will provide also. Our gymnasium and physical education activities are somewhat cramped for lack of properly laid out physical education ground. Physical education is of such prime importance for students and for children that we must keep the institution at its very best in this respect. The Legislature is being asked to provide funds to lay out grounds; that is, to level them and drain them for physical education purposes, and it is hoped that this need will be provided and that increased facilities can be had by next year.

The training school is a very fundamental part of our teacher-training activities. As pointed out above, it has entirely outgrown its facilities. Some relief is being given now by moving the kindergarten department into the Education Building and thus leaving the training school

building entirely for the primary department. In order to develop this feature of our work increased facilities must be provided at once. It is hoped that the Legislature will provide a building with two rooms that can be united with the old training school building, thus giving us four large rooms and several smaller recitation rooms. This will meet our needs for the next two years. With the small grades that we are maintaining two grades can be in one room, one class going out to the recitation room for the recitation and the other can recite in the study room.

Two important needs on the campus are a separate building for an infirmary and a separate building with a central heating plant. The Legislature is being asked by the Board to provide these two buildings. A new infirmary is absolutely needed to give proper care to the health of the students as the enrollment increases, and as to a central heating plant every precept of economy demands that the college should have one.

CAMPUS.

The special session of the Legislature last December provided for a great improvement on the campus. It appropriated \$12,000 to pave the driveway through the campus. This was a greatly needed improvement both from the viewpoint of utility and from the viewpoint of beauty.

We have during the past two years continued our policy of planting trees and shrubbery every year. During the past few years several hundred trees have been planted on various parts of the campus and college grounds and hundreds of shrubs. Many of these are small and immature, but they already add considerably to the beauty of the campus. It is the policy to maintain the campus in such a way that it will be of constant educational value to the student who lives here.

More land has been purchased to increase the acreage of the college farm. During the past year the college has built a modern dairy barn, the specifications of which were furnished by the United States Department of Agriculture. This barn has been in operation since last fall and the farm now owns a herd of thirty cows. It is planned to increase this herd from year to year.

The farm has also produced all the pork that our dining room needs and produces most of our vegetables. The college farm is a great factor in furnishing first-class food for the table at the cost of production.

HOME DEMONSTRATION WORK.

The woman's home demonstration work during the past two years has been unusually successful. Its development has been even beyond what we could have hoped for. In this work we have the hearty co-operation of the county superintendents, the public school teachers and the county school boards. Without their co-operation the success of this work would not have been what it is. We consider the home demonstration work as a part of the educational efforts of the State and we are therefore giving our hearty co-operation to the public schools, and we are inviting their hearty co-operation. It gives me pleasure here to testify to the help that we have at all times received in this work from the public school authorities and the public school teachers throughout the State.

ENROLLMENT.

As has been pointed out in my previous reports, the great majority of our students enter public service as teachers and as home demonstration agents. The great majority of them enter the school room as teachers. The service that the College for Women renders to the State through its students and its graduates in this way is so

great that the money investment in the institution is small in comparison. The State in the past has shown a liberal and loyal attitude to the College for Women and has always supplied it with the resources asked for by the Board. This loyal spirit of the Legislature of the State has made it possible for the College for Women to render the service that it has in the past years. With increased resources the college will give increased returns to the State.

The following is a tabulated account of the enrollment in the College for Women for the past two years. The report is carefully tabulated and analyzed so that anybody who reads it can at a glance see in what departments the various students are enrolled.

ENROLLMENT FOR THE PAST THIRTEEN YEARS.

1905-06	204
1906-07	220
1907-08	240
1908-09	257
1909-10	273
1910-11	280
1911-12	315
1912-13	413
1913-14 (including Summer School, 60).....	477
1914-15 (including Summer School, 163).....	636
1915-16 (including Summer School, 259).....	810
1916-17 (including Summer School, 363).....	959
1917-18 (including Summer School, 396).....	992

ENROLLMENT—1916-17.

Graduate School	3
College of Arts and Sciences—	
Senior	21
Junior	27

Sophomore	40	
Freshman	70	
Special	11	
High School IV.....	18	
High School III.....	13—	200
School of Education—		
Junior		1
Normal School—		
Senior	47	
Junior	75	
Sophomore	31	
Freshman	28	
Elementary Professional course, second year	24	
Elementary Professional course, first year..	15	
Teachers' Spring Review.....	36	
Total	256	
Counted twice	8—	248
Summer School		363
School of Business—		
Special	5	
Other students in commercial subjects.....	82—	87
School of Art—		
Private students	20	
In class drawing.....	107—	127
School of Expression—		
Private students	42	
In class expression.....	50	
Physical Education—Special	7—	99
School of Music—		
Piano	111	
Voice	58	
Violin	14	
Organ	4	
Total	187	

Counted twice	42— 145
Short Courses—	
Prize-winning Club Girls.....	39
Housekeepers' Short Course.....	67— 106
Total enrollment in all schools.....	1,379
Names counted more than once.....	420
Total enrollment, excluding duplicates...	959

SUMMARY BY STATES.

State—	Summer School	Regular Term
Florida	338	576
Alabama	8	10
Georgia	11	17
Illinois	...	1
Indiana	...	1
Kentucky	...	2
Louisiana	...	1
Massachusetts	...	1
Mississippi	...	1
New York	...	4
North Carolina	1	...
Pennsylvania	1	1
Tennessee	2	1
Texas	...	1
Virginia	2	1
West Virginia	...	1
	363	619

Total	982
Names counted more than once in above.....	23
Total enrollment, excluding duplicates.....	959

ENROLLMENT—1917-18.

Graduate School	1	
College of Arts and Sciences—		
Senior	35	
Junior	45	
Sophomore	48	
Freshman	95	
Special	12	
High School IV.....	10	
High School III.....	10—	255
School of Education—		
Senior		1
Normal School—		
Senior	60	
Junior	83	
Sophomore	15	
Freshman	15	
Special	5	
Elementary Professional course, second year	12	
Elementary Professional course, first year..	7	
Teachers' Spring Review.....	30	
Total	227	
Counted twice	5—	222
Summer School		396
School of Business—		
Freshman	12	
Special	18	
Other students in commercial subjects.....	54—	84
School of Art—		
Private students	12	
In class drawing.....	145—	157
School of Expression—		
Private students	29	
Other students in class expression.....	46	
Physical Education—Special	4—	79

School of Music—

Piano	94
Voice	54
Violin	11
Organ	1

Total 160

Counted twice 32— 128

Short Course—

Housekeepers' short course..... 37

Prize-winning Club Girls' short course..... 41— 78

Total enrollment in all schools..... 1,401

Names counted more than once..... 409

Total enrollment, excluding duplicates... 992

SUMMARY BY STATES.

State—	Summer School	Regular Term
Florida	377	517
Alabama	5	11
Colorado	...	1
Georgia	11	18
Illinois	...	1
Kentucky	...	1
Louisiana	...	1
Massachusetts	...	1
Michigan	...	1
Mississippi	2	...
Nebraska	...	1
New York	...	1
North Dakota	...	1
Ohio	...	1
Texas	1	1

West Virginia	1
Wisconsin	1
	396
	559
 Total	 955
Names counted more than once in above.....	39
Enrollment, excluding duplicates.....	916
Short course students, not included in above.....	76
Total	992

Respectfully submitted,

E. CONRADI,
President.

FLORIDA SCHOOL FOR THE DEAF AND THE
BLIND.

St. Augustine, Fla., December 1, 1918.

Hon. W. N. Sheats,
Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

In compliance with your request, I have the honor to present herewith a report of this school, covering the period from July 1, 1916, to June 30, 1918.

This report brings to a close the thirty-third year of the school's history. The school continues its steady growth and comes today a little nearer to its ideals than was possible several years ago.

In reviewing briefly the events of the past two years, I beg leave to say at the beginning that we have en-

deavored to conduct the affairs of the school so as to meet in a high degree the demands for the education of the deaf and the blind children of the State. The policy of the school has been broad and progressive. Our effort has constantly been to extend the field of our usefulness and to reach out and bring under the influence and training of the school every deaf and every blind child entitled to its benefits within the borders of the State.

To be useful a school must be helpful and uplifting in all its activities. And we have endeavored to establish and maintain a reputation for sound, practical instruction, divesting our special work of all superficial and impractical methods. We follow only those lines of education and training that we feel will eventually prove satisfactory to the graduate in adapting himself to the demands made upon him to earn a livelihood—and in bringing a few of life's higher pleasures to his restricted pathway.

It is most gratifying to be able to state that the years under review have been years of unusual progress and prosperity in the school. Nothing of a serious nature has occurred to disturb its operations. The work of instruction in all departments has been conducted with utmost care and consideration.

The enrollment continues to increase from year to year. The attendance today is more than double what it was ten years ago. At present our school rooms, dormitories and dining room are overcrowded. In order that the continued efficiency of the school be not crippled it is imperative that the Legislature at its next session make sufficient appropriations to give some relief from the present unsatisfactory conditions.

The enrollment for the past two years was 185, apportioned among the counties as follows:

County—	No. of Students
Alachua	5
Bradford	2
Brevard	1
Calhoun	1
Columbia	5
Dade	12
DeSoto	4
Duval	30
Escambia	7
Franklin	2
Gadsden	5
Hamilton	1
Hernando	1
Hillsborough	15
Holmes	5
Jackson	7
Jefferson	2
Lafayette	1
Lake	4
Lee	5
Levy	1
Madison	1
Manatee	1
Marion	2
Monroe	1
Nassau	1
Orange	6
Osceola	6
Palm Beach	1
Pasco	3
Pinellas	6
Polk	12
Putnam	1
St. Johns	4
Santa Rosa.....	4

St. Lucie	1
Seminole	2
Suwannee	6
Volusia	6
Walton	3
Washington	2
Total.....	185

TERMS OF ADMISSION.

This school is intended to supplement the public school system of our State. Children residing in the State, between the ages of six and twenty-one, capable of attending a school and profiting by instruction, who from defective hearing or sight cannot be taught in the public schools, are admitted here. A child does not necessarily have to be totally deaf or totally blind to secure admission. To be admitted he must be unable to make progress in the public schools on account of defective vision or hearing.

This is a school. Its purposes are strictly educational. It is not custodial in its character. Children in such poor health as to be unable to attend school regularly or who have not sufficient mental ability to receive instruction and to progress thereby cannot remain. Progress is the test.

Parents or guardians having a child who from defective hearing or vision cannot be taught in the public schools should write the President of the School and ask for the blanks necessary to enter the child. These will gladly be furnished. There is a blank application which must be filled out by the parent or guardian. This blank contains questions as to the child's name, age, cause of deafness or blindness, general condition of health, physical and mental development, and other questions which will assist the school authorities in teaching and caring for the

child. Then there is a blank certificate to be signed by the county commissioners from the county in which the applicant resides, in case the parent or guardian is not able to pay a small charge per month for board. This certificate, properly signed by the county commissioners, entitles the child to free admission into the school. There are no charges then for anything, except the parent or guardian must clothe the child.

HEALTH.

The general health has been excellent. We expect and have almost every year a number of cases of children's diseases, but the few cases we have had have caused us very little anxiety and all have responded to treatment. During a period of eighteen years the school has lost only one pupil by death, and this was from a constitutional malady beyond the skill of medical science.

The school has a well-equipped hospital. With our trained nurse and the employment of a skilled physician the pupils receive the best of medical care and attention.

The sanitary condition invites the most rigid inspection at all times.

The general good health of the school is due in great part to the regular habits of the pupils, to careful dietaries, and to a proper attention of work and play.

LITERARY DEPARTMENT.

The school work is carried on in two co-ordinate lines for the deaf—the literary and the industrial departments; and in three co-ordinate lines for the blind—the literary, the musical, and the industrial departments.

The course of study as prescribed in the literary department corresponds, as far as practical, to those of the best public schools of the State. The primary aim of the school is to give the deaf and the blind children the same

intellectual training as is furnished to normal children; therefore it is proper that the same general plan be pursued.

We endeavor to keep abreast of the best thought in educational movements and every new or suggested innovation or improvement is given careful consideration, and where our judgment deems it useful, it is given a fair trial.

The graduates of the school, especially in recent years, have almost without exception become wholly self-supporting citizens of the State.

INDUSTRIAL OR MANUAL TRAINING DEPARTMENT.

We realize that we are facing an era in the history of our country where all industrial training must be further perfected and intensified. The present demands for the man or woman of some industrial training have never before been so urgent. This we realize is in great part on account of the extraordinary times in which we find ourselves, but the best thought obtainable now is that this demand will continue for many years to come and will not abate with the ceasing of hostilities.

Our Industrial Department is fulfilling in many ways the object for which it was created. The printing office and cabinet shop are proving their usefulness in turning out deaf boys who can easily find employment at good wages. The broom-shop and chair-caning department are doing good work. The rug-weaving department inaugurated a year or so ago has not been in operation a sufficient length of time to prove its worth, but we hope it will soon prove of sufficient value to continue it. The domestic science department continues its fine work in instructing our girls in the art of home-keeping and cooking. The instruction in sewing, crocheting and knitting continues to be an important feature in this department.

We, however, feel the need of expansion here, but for

lack of room we can add no new features until dormitory space is provided for the boys of the school who now occupy the entire second floor of our Industrial building. The industrial side of our work must be enlarged. But we can do nothing until appropriations are made for new buildings to relieve our present crowded condition. When it is no longer necessary to use our Industrial building for dormitory purposes we will have sufficient room to put into operation several new phases of industrial training which will add very materially to this department.

However, we do not intend to lower the cultural standing of the school while striving to advance the vocational side. Both must be fostered and perfected as far as possible. The two subjects are coeval and should interlap in the curriculum of the school, giving due consideration at all times to the individual.

MUSIC.

Shut off from the beauties of nature and from many pleasures of life, the blind find in music a fine and artistic enjoyment they could not otherwise obtain; but this is not the thought of this department. To instruct those who show a talent in order that they may follow the vocation as teachers of music, both vocal and instrumental, and develop into performers of such proficiency on the pipe organ and in voice culture that their services can command a living, is the underlying principle upon which this department was organized.

In this branch competent instruction is given on the piano, pipe organ and violin. Voice culture also receives its proportionate attention. Piano tuning will be added when conditions permit. Competent instructors have been secured for this department and the progress of the pupils has been highly satisfactory.

HOUSEHOLD DEPARTMENT.

The affairs of this department have received much care and attention and everything has been conducted with due regard for the comfort, health and happiness of pupils, teachers and officers. To the end that the efficiency of this department be sustained, perfect harmony is essential, and this harmony has been secured and preserved with little difficulty. The constant care of so large a household of defective children is no small task, and when it is realized that most of our children have to pass from irresponsible childhood into responsible manhood and womanhood under our protection, care and guidance, the magnitude of this responsibility may be partially understood. We strive to inculcate correct habits of life and high ethical conceptions of pure and refined living. The physical, mental and moral training are harmoniously blended in the daily school life and each receives the utmost care and attention.

Care and economy have been practiced at every point, and the expenditures have been kept well within the appropriation made for the maintenance of the school. The purchase, distribution and consumption of supplies have received careful attention.

The housing, proper feeding and careful adjustment of clothing during the climatic changes, of the children is at all times a serious proposition, to say nothing of the educational departments, and they require the undivided time and attention of those upon whom these duties devolve.

This department is well systematized and the health and general appearance of our pupils convey the assurance that they are well looked after.

CONCLUSION.

In closing this report I wish to express my high and hearty appreciation of the unfailing co-operation of the

State Board of Education and the State Board of Control in the continued prosperity and welfare of the school. And I desire to acknowledge my very great debt of gratitude to my co-laborers in the school to whose unselfish devotion, unfailing loyalty and sympathetic co-operation are due in large measure whatever of success we have achieved.

May the choicest blessings of the Most High direct the destiny of the Florida School for the Deaf and the Blind, its pupils, its patrons and all who are connected officially with the school.

Respectfully submitted,

A. H. WALKER,
President.

FLORIDA AGRICULTURAL AND MECHANICAL
COLLEGE FOR NEGROES.

Tallahassee, Fla., February 12, 1919.

Hon. William N. Sheats, Superintendent,
Department of Public Instruction,
Tallahassee, Florida.

Dear Sir:

In reply to your request of the 8th inst., I am herewith handing you a statement of the affairs of the Florida Agricultural and Mechanical College (for Negroes) for the biennium closing July 1, 1918.

Despite war conditions, the college has held its own. Although there has been no increase in attendance, yet the student body shows a rising standard of intelligence. The upper classes have grown, the falling off in number being confined mainly to the sub-high school grades, which are being gradually eliminated in accordance with the policy of confining the work of the college to those educational activities not undertaken by county and municipal educational boards, thus making its funds more effective in an educational way.

Special efforts are now being made to meet the increasing demand for teachers of general and special subjects. The Smith-Hughes Vocational Teacher Training courses in Agriculture, in Home Economics and in Mechanic Arts are organized and are under way. This particular project is now receiving our special attention.

The regular work, cultural and vocational, of the college is developing along sane lines, having as an objective the preparation of useful citizens able to meet, four-squared, the requirements of the new day now dawning upon the world. To this end the work is being made more and more intensive and thoroughgoing, and that, too, along practical lines.

In order to make more effective the funds already available for instruction, I am asking the incoming Legislature, through the Honorable Board of Control, for \$75,000 to be used as follows: \$24,000 current expenses for biennium; \$1,000 for special dormitory repairs; \$50,000 new buildings. This modest (in view of all the circumstances in our case) appropriation will put the college in fairly good working and living condition.

I am sure that, when all the world is now agreeing that education is the biggest and most urgent job of the Nations, the Florida Legislature will not let pass unimproved this opportunity to help a class of her citizens who sorely need educational uplift and who despite handicaps have demonstrated their patriotism in no uncertain way.

The following exhibits will give definite information as to the attendance and the finances of the college, and also assurance that every dollar invested in this enterprise tells in a 100% way for education:

EXHIBIT A.

Annual Enrollment of the Florida A. & M. College for the
Biennium 1916-1917.

Men	155	
Women	181	336

Total number from Florida.....	308	
From other States.....	28	336

Number counties represented in Florida.. 38

Second Year of the Biennium (1917-1918)—

Men	146	
Women	179	316

Total number from Florida.....	277	
From other States.....	39	316

Number Graduated during the Biennium—

From High School.....	16
From Nurse Training.....	3
From Home Economics (advanced).....	2
From Normal School.....	18
From College	16

EXHIBIT B.

FINANCIAL STATEMENT OF THE FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES FOR THE BIENNUM BEGINNING JULY 1, 1916 AND ENDING JUNE 30, 1918.

NAME OF FUND.	Balance July 1, 1916.	Receipts from July 1, 1916 to June 30, 1917	Disbursements from July 1, 1916 to June 30, 1917	Balance July 1, 1917	Receipts from July 1, 1917 to June 30, 1918	Disbursements from July 1, 1917 to June 30, 1918	Balance July 1, 1918
Eduational Fund (State Appropriation).....	*\$1,188.89	\$ 9,000.00	\$ 9,000.00	*\$1,329.34	\$11,000.00	\$10,999.99	\$.01
Morrill Fund (Federal Appropriation).....	935.39	25,000.00	24,983.36	16.64	25,000.00	25,016.73	*.09
Slater Fund (Private Appropriation).....	30.30	300.00	320.00	10.30	300.00	305.00	5.30
Incidental Fund (Collections from Sale of Farm and Shop Products)	4.73	726.54	727.03	4.24	993.42	990.61	2.81
Boarding Fund (Collections From Students for Board)	350.81	20,141.87	20,359.58	133.10	19,712.55	19,380.51	465.14
Fire Loss Fund (Stock Barn).....	.....	.....	.....	2,330.40	.....	2,329.15	1.25
Building Fund (State Appropriation).....	.....	.....	.....	6,484.36	.....	6,484.36	.....
	*\$385.84	\$55,168.41	\$55,389.97	\$8,979.04	\$57,005.97	\$65,506.35	\$474.42

N. B.—*Indicates Deficit instead of Balance.

All Deficits were deducted from Appropriation for the ensuing year.

I wish finally to solicit whatever help you can give, both personally and officially, in promoting the welfare of this college, especially in the matter of legislative appropriation. I wish also to thank you and your associates for assistance given the faculty of the college in their efforts to render the patrons of the college and the citizens of the State an efficient day's work.

Respectfully submitted,

N. B. YOUNG,
President.

CHAPTER VIII.

SUMMER SCHOOLS FOR TEACHERS.

The Legislature at the 1917 session appropriated, Chapter 7279, Fifteen Thousand Dollars to carry out the provisions of Chapter 6835, Laws of 1915.

From this appropriation was paid the salaries of teachers and the incidental expenses of three summer schools for each of the years 1917 and 1918. These schools were conducted at the University of Florida, The State College for Women, and the Florida Agricultural and Mechanical College for Negroes, each school being operated for a period of 50 days actual working time in 1917 and 40 days in 1918. The session of these schools in 1917 began on June 11th and closed August 17th, and in 1918 began June 17th and closed August 10th.

By reference to the report of the faculties and the salaries paid it will be observed that not all the teachers, at these summer schools, were paid from the appropriation but that many teachers were supplied by the University and the College for Women and paid from other funds.

Exhibit II, shows that in 1917 the total attendance at the University school and the College for Women school in 1917 to be 826 and in 1918, 867, while the attendance at these schools was 660 and 902 in 1915 and 1916 respectively. The attendance at the A. & M. College school was 110 in 1917, and 145 in 1918 as compared with 104 in 1915 and 152 in 1916.

The teachers of the state by attending these summer schools obtain, not only the advantage of the extension of one year on their certificates, but the inestimable advantage of splendid instruction by able faculties, as-

sisted by the first class equipment of the State Colleges, their libraries and laboratories.

The dormitories at each of the institutions, where the summer schools are held, are comfortable and provide, free of cost, ready and delightful quarters to those attending the schools. The culinary departments are operated as usual and for the nominal cost of \$5.00 per week, or \$38.00 for the term, if paid in advance, exceptionally good board is provided.

FACULTIES FOR 1917.

Exhibit I.—Names of Teacher and Amounts Paid. (Each Taught Fifty Days)

UNIVERSITY SCHOOL AT GAINESVILLE.

Faculty	Salaries
Dr A A. Murphree, President.....	\$.....
Dr. H. W. Cox.....	312.50
W. S. Cawthon.....	312.50
F. W. Buchholz.....	312.50
Miss Margaret Sue Burney.....	312.50
W. L. Floyd.....	312.50
J. J. Grimm.....	312.50
W. B. Hathaway.....	312.50
H. Clay Marks.....	312.50
Miss Nellie Stevens.....	312.50
J. J. Himes.....	312.50
*E. C. Beck.....	.....
*L. W. Buchholtz.....	.....
*Jas. M. Chapman.....	.....
*C. L. Crow.....	.....
*Eugene Swope .....	.....
*E. R. Flint.....	.....
*W. E. Kean.....	.....
*Jas. W. Norman.....	.....

*A. J. Strong.....	
*Robert L. Zoll.....	
*Miss Mary Connor.....	

Total salaries at University.....\$ 3,125.00

*Paid from University fund for tuition.

STATE COLLEGE FOR WOMEN AT TALLAHASSEE.

Faculty	Salaries
Dr. E. Conradi, President.....	\$.....
N. M. Salley.....	312.50
Miss Christian McDonald.....	312.50
H. C. Gillespie.....	312.50
R. M. Evans.....	312.50
W. F. Yocum.....	312.50
Miss Rowena Longmire.....	312.50
Miss Majorie Leach.....	312.50
E. L. Robinson.....	312.50
W. T. Cash.....	312.50
Miss Maud Schwalmeyer.....	312.50
*W. G. Dodd.....	
*E. A. Hayden.....	
*E. F. G. Saverio.....	
*Miss Catherine Turner.....	
*Miss Maud Guthrie.....	
*Miss Katherine Montgomery.....	
*Miss Luella Richey.....	

Total salaries at College for Women.....\$ 3,125.00

*Paid from College fund for tuition.

AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES,
AT TALLAHASSEE.

Nathan B. Young, President.....	\$.....
Homer Thomas	250.00
George A. Towns.....	250.00

John F. Mathews.....	200.00
Eliza P. Jones.....	200.00
Lula M. Cropper.....	200.00
R. J. Hawkins.....	100.00

Total salaries A. & M. College.....\$ 1,200.00

Total salaries paid from State Funds.....\$ 7,450.00

FACULTIES FOR 1918.

UNIVERSITY SCHOOL AT GAINESVILLE.

Faculty	Salaries
D. A. A. Murphree, President.....	\$.....
Dr. H. W. Cox.....	280.00
W. S. Cawthon.....	280.00
W. L. Floyd.....	280.00
B. B. Lane.....	280.00
W. B. Jones.....	280.00
Miss Isabel Mays.....	280.00
W. B. Hathaway.....	280.00
F. S. Wetzel.....	280.00
Miss Laura McKenzie.....	280.00
Miss Margaret Burney.....	280.00
F. W. Buchholz.....	280.00
*Dr. J. N. Anderson.....	.....
*E. C. Beck.....	.....
*Mrs. M. May Beck.....	.....
*L. W. Buchholz.....	.....
*Dr. C. L. Crow.....	.....
*T. T. Lindsay.....	.....
*Dr. Joseph R. Fulk.....	.....
*Miss Frances Kittrell.....	.....
*Miss Katherine McCormick.....	.....
*Dr. Hubert G. Shaw.....	.....
*Thos. S. Staples.....	.....
*Wm. Tyler .....	.....

Total salaries at University.....\$ 3,080.00

*Paid from University fund for tuition.

STATE COLLEGE FOR WOMEN AT TALLAHASSEE.

Faculty	Salaries
Dr. A. Conradi, President.....	\$.....
N. M. Salley.....	280.00
A. B. Connor.....	280.00
M. P. Geiger.....	280.00
E. A. Hayden.....	280.00
W. E. Sawyer.....	280.00
J. B. Game.....	280.00
W. A. Little.....	280.00
Mrs. F. N. Clayton.....	280.00
W. T. Cash.....	280.00
L. S. Barber.....	280.00
Miss Maud Schwalmeyer.....	280.00
*W. G. Dodd.....	.....
*E. V. Gage.....	.....
*Miss Lucy C. Cushman.....	.....
*Miss Edith M. Thomas.....	.....
*Miss Katherine Montgomery.....	.....
*L. M. Richey.....	.....
*Miss Marjorie Leach.....	.....

Total salaries at College for Women.....\$ 3,080.00

*Paid from College fund for tuition.

AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES
AT TALLAHASSEE.

Faculty	Salaries
Nathan B. Young, President.....	\$.....
Homer Thomas	200.00
Henry Pearson	175.00
H. F. Coleman.....	25.00
Mrs. J. T. McCall.....	160.00
Mrs. E. P. Jones.....	160.00

Miss O. A. Sasportas.....	160.00
Miss S. A. Thorne.....	160.00
J. F. Mathews.....	100.00
E. B. Jones.....	100.00
Miss J. A. Colvin.....	60.00

Total salaries A. & M. College.....\$ 1,300.00

Total salaries paid from State Funds..... 7,460.00

FINANCIAL SUMMARY.

	Dr.	Cr.
Balance from previous appropriation	\$ 41.34	
State appropriation, 1917.....	15,000.00	
1917		
June 13—Telegrams		1.15
June 13—T. J. Appleyard, printing		12.50
Aug. 14—T. J. Appleyard, printing		2.00
Aug. 20—Weekly Democrat, printing		3.00
Aug. 9—Salaries		7,450.00
Oct. 5—T. J. Appleyard, printing		1.50
1918		
Apr. 10—Telegrams		1.03
Aug. 12—Salaries		7,460.00
Aug. 12—Balance in fund.....		110.16
Totals.....	\$15,041.34	\$15,041.34

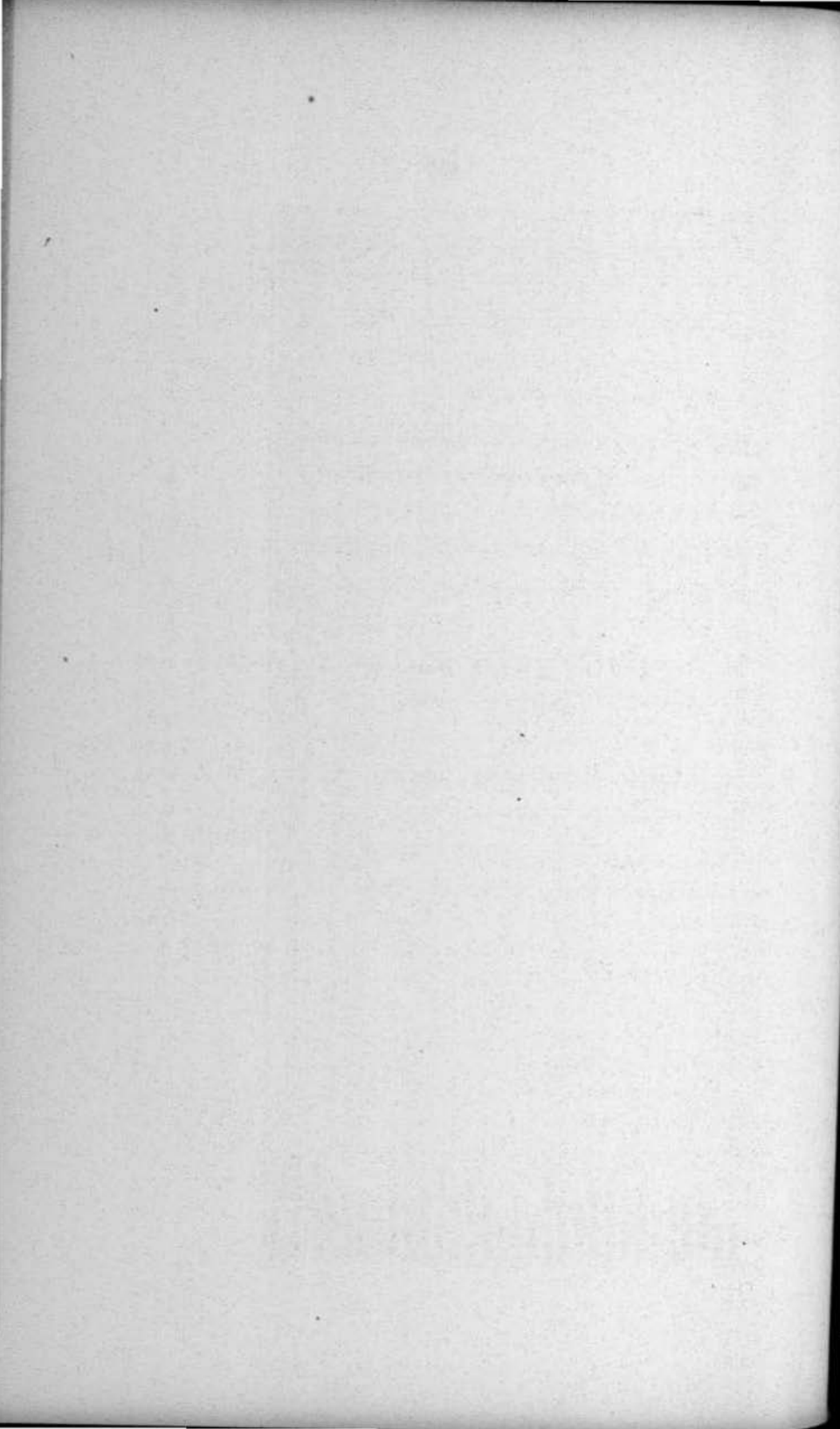
EXHIBIT II.—ATTENDANCE AT SUMMER SCHOOLS IN 1917 AND 1918.

SCHOOL AT GAINESVILLE.	1917			1918		
	Total	Male	Female	Total	Male	Female
Number enrolled over 16 years of age...	431	139	292	434	91	343
Average daily attendance.....	377	107	270	393	79	315
Number who had taught.....	291	84	207	275	47	228
Number who had not taught.....	140	55	85	154	44	115
Number holding First Grade Certificates	146	57	89	118	27	91
Number holding Second Grade Certificates	87	10	77	79	4	75
Number holding Third Grade Certificates	24	1	23	35	4	31
Number holding other Certificates—						
State, Primary, etc.....	40	21	19	37	9	29
Number holding no Certificates.....	134	50	84	164	47	117
Number whose Certificates were extended one year	126	17	109	169	16	153
SCHOOL AT TALLAHASSEE.						
Number enrolled over 16 years of age...	395	35	360	433	14	419
Average daily attendance.....	339	27	312	381	13	368
Number who had taught.....	251	17	234	263	9	254
Number who had not taught.....	144	18	226	170	5	165
Number holding First Grade Certificates	76	8	67	91	5	86
Number holding Second Grade Certificates	81	4	77	94	1	93
Number holding Third Grade Certificates	38	....	38	46	....	46
Number holding other Certificates—						
State, Primary, etc.....	42	4	38	41	4	37
Number holding no Certificates.....	161	19	142	161	4	157
Number whose Certificates were extended one year	121	4	117	162	7	155
SCHOOLS FOR NEGROES, TALLAHASSEE						
Number enrolled over 16 years of age...	110	7	103	145	4	141
Average daily attendance.....	87	6	81	141	3	137
Number who had taught.....	72	5	67	110	1	109
Number who had not taught.....	38	2	36	35	3	32
Number holding First Grade Certificates	2	1	1	....	....	....
Number holding Second Grade Certificates	19	3	16	23	....	23
Number holding Third Grade Certificates	50	1	49	87	1	86
Number holding no Certificates.....	39	2	37	35	3	32
Number whose Certificates were extended one year	66	4	62	103	....	103
Total White Enrollment.....	826	174	652	867	105	762
Total Negro Enrollment.....	110	7	103	145	4	141
Total Summer School Enrollment...	936	181	755	1012	109	903

EXHIBIT III.—ENROLLMENT BY COUNTIES, RACE AND SEX.

COUNTIES.	Whites at Gainesville						Whites at Tallahassee						Negroes at Tallahassee					
	1917			1918			1917			1918			1917			1918		
	Ma'es.	Females.	Total.	Ma'es.	Females.	Total.	Ma'es.	Females.	Total.	Ma'es.	Females.	Total.	Ma'es.	Females.	Total.	Ma'es.	Females.	Total.
In State	130	252	412	79	314	393	31	314	345	13	395	408	7	101	108	4	134	143
Alachua	33	58	92	21	72	93	...	10	10	...	4	4	...	2	2	1	4	5
Baker	1	...	1	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...
Bay	1	...	1	...	...	...	1	10	11	1	5	6	...	...	...	...	1	1
Bradford	2	7	9	2	5	7	2	2	4	...	6	6	...	...	...	...	1	1
Brevard	5	11	16	3	6	9	...	1	1	...	4	4	...	...	...	...	4	4
Broward	...	1	1	...	1	1	...	6	6	...	6	6	...	...	...	...	...	...
Calhoun	...	...	...	...	...	...	...	3	3	...	6	6	...	...	...	...	...	...
Citrus	1	7	8	1	5	6	...	3	3	...	6	6	...	...	...	...	...	...
Clay	...	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...	1	1
Columbia	5	8	13	2	7	9	...	1	1	...	4	4	1	...	1	...	...	...
Dade	...	6	6	2	2	4	1	6	7	...	8	8	...	3	3	...	1	1
DeSoto	10	14	24	7	16	23	1	...	1	...	7	7	...	...	...	...	1	1
Duval	3	4	7	...	5	5	...	9	9	...	8	8	1	10	11	...	28	28
Escambia	1	...	1	3	3	6	1	19	20	...	16	16	...	2	2	...	13	13
Flagler	...	1	1	...	3	3	...	...	...	...	1	1	...	...	...	...	...	...
Franklin	...	...	...	...	...	...	...	8	8	...	9	9	...	...	...	...	2	2
Gadsden	...	1	1	...	...	...	3	9	12	...	16	16	...	...	...	...	...	...
Hamilton	...	...	...	1	1	2	...	3	3	...	4	4	...	...	...	...	...	...
Hernando	...	6	8	1	9	10	...	...	...	...	2	2	...	...	...	...	...	...
Hillsborough	7	7	14	2	25	27	...	22	22	...	26	26	...	...	...	...	7	7
Holmes	1	...	1	...	...	...	1	3	4	...	1	1	1	6	7	...	...	...
Jackson	...	...	...	2	...	2	1	7	8	1	35	36	...	1	1	1	1	2
Jefferson	...	...	...	...	...	...	...	14	14	...	13	13	...	...	...	...	...	...
Lafayette	1	2	3	...	1	1	1	1	2	...	1	1	...	...	...	...	...	...
Lake	5	17	22	2	19	21	...	4	4	...	6	6	...	1	1	...	1	1
Lee	1	1	2	1	9	10	...	1	1	...	6	6	...	...	...	...	...	...

Leon							16	83	99	6	66	72	3	48	51	1	41	42
Levy	6	11	17	2	8	10		1	1		2	2		1	1		2	2
Liberty								3	3	1	5	6						
Madison		2	2		7	7		7	7		4	4					1	1
Manatee	1	2	3		7	7		4	4		17	17					1	1
Marion	1	18	19	2	9	11		6	6		3	3		4	4		3	3
Monroe	4	1	5	2	4	6		1	1		8	8		1	1		2	2
Nassau		2	2		3	3											2	2
Okeechobee																		
Okaloosa								3	3		2	2		1	1			
Orange	1	4	5	1	6	7		13	13		6	6		6	6		5	5
Osceola	1		1	1	5	6		2	2		7	7					1	1
Palm Beach	2	14	16	5	6	11		4	4		1	1		4	4			
Pasco		8	8	1	10	11		1	1		4	4						
Pinellas	3	11	14	1	6	7		1	1		2	2						
Polk	7	18	25	4	10	14		7	7		14	14		3	3		1	1
Putnam		3	3	1	4	5		2	2		3	3					1	1
St. Johns	1	3	4		4	4		3	3		3	3		1	1		2	3
St. Lucie	3	3	6								6	6						
Santa Rosa	3		3		2	2		3	3		5	5		1	1		2	2
Seminole	1	5	6	1	4	5					2	2		1	1			
Sumter	5	8	13		7	7		1	1	2	6	8						
Suwannee	3	2	5	2	8	10	1	3	4		4	4					1	1
Taylor								7	7	1	6	7						
Volusia	6	15	21	1	12	13	1	7	8		7	7		4	4		3	3
Wakulla							1	3	4	1	5	6		2	2		3	3
Walton	2		2	2	2	4		4	4		2	2					3	3
Washington	1		1	1		1		3	3		2	2						
Other States	9	12	21	5	18	23	1	16	17	1	19	20		2	2		2	2
Grand Total	139	294	433	84	332	416	32	330	362	14	414	428	7	103	110	4	141	145



CHAPTER IX.

SAMPLE EXAMINATION QUESTIONS AND ROSTER OF CERTAIN CERTIFICATE HOLDERS.

This Chapter contains samples of questions used in teachers' examinations during the biennium. Prior to October 1st, 1917, all questions for examinations were prepared by the State Superintendent. The State Board of Examiners took up the work of conducting examinations, under Chapter 7372, Laws of 1917, and the preparation of questions after that date was the work of this Board. Sample questions for every grade of certificate issued upon the result of examination, Third Grade, Second Grade, First Grade, Primary, State and Special Certificates.

These sample questions are published for the information of the public and of prospective examinees, that they may know something of the scope and character of these examinations, and what is required of teachers to obtain certificates. The legal requirements for each grade of certificates is given immediately proceeding the sample questions for that grade of certificate.

Third, Second and First Grade Certificates, issued by County Superintendents previous to October 1st, 1917, are now issued by the State Superintendent, upon the report of the State Board of Examiners, which holds an examination at some place in the State every week in the year.

FLORIDA UNIFORM EXAMINATIONS.

For All Grades of Teachers' Certificates Issued Upon Examinations.

SAMPLE EXAMINATION QUESTIONS PREPARED BY STATE SUPERINTENDENT, USED IN 1917 AND BY THE STATE BOARD OF EXAMINERS, USED IN 1918.

..FIRST, SECOND AND THIRD GRADE CERTIFICATES.

Examinees to merit a Third Grade Certificate (valid for one year), must pass a satisfactory oral and written examination on Orthography, Reading, English Grammar, Composition, Geography, United States History, Physiology and Theory and Practice of Teaching, and make an average grade of 70 per cent. with a grade on no subject below 50 per cent.

Examinees to merit a Second Grade Certificate (valid for 3 years), must pass a satisfactory oral and written examination on the subjects required for a Third Grade Certificate and in addition thereto on Agriculture and Civil Government, and make an average grade of 80 per cent. with a grade on no subject below 60 per cent.

Examinees to merit a First Grade Certificate (valid for 5 years), must pass a satisfactory oral and written examination on the subjects prescribed for a Second Grade Certificate, and on Physical Geography and Algebra, and make an average grade of 85 per cent., with a grade on no subject below 60 per cent.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

ORTHOGRAPHY.

(From the Century Spelling Book.)

1. *Syllabicate*, mark *diacritically* vowels and consonants (drawing a light line across silent letters), and *accentuate* each of the following words: *cuckoo*, *plover*,

pheasant, abdomen, automobile, obseity, aeroplane, encyclopedia, appendicitis, acclimate. 1 credit each.

2. Separate *affix* and *primitive word*, and define in a way to show the meaning of each *prefix* or *suffix*: *bemean, hilly, foretaste, lameless, irreligious, mortgagee, recapture, pitiful, antisaloon, insanity.* 1 credit each.

3. Using *prefixes* with the following meanings, form ten words, and define each word: *on, before, under, above, all, thoroughly, not, against, four, half.* 1 credit each.

4. Write each of the following words and its meaning, opposite each a *homonym* and its meaning (as *cite*, to summon; *site*, situation): *all, ark, auger, ball, beau, boll, censer, core, seller, council, symbol, doe, fane, elision, high, hall, isle, indite, need, toe.* $\frac{1}{2}$ credit each.

5. Build a word out of each of the following and give the rule of spelling that applies in each case:

act+ed, Tribute+ary, singe+ing, city+fy, rub+ed, refer+ed, number+ed, prefer+ence, die+ing, pity+ous. 1 credit each.

6. Write *synonyms* opposite the first five words below, *antonyms* opposite the next five: *cordial, ludicrous, privilege, stubborn, talkative; arctic, asset, convex, defeat, synonym.* 10 credit each.

7. Build and define ten words by using an *affix* with the following meanings: *above, act of, backward, capable of, full of, like, state of being, to make, without, wrongly.* 1 credit each.

8-10. Write correctly the following words which are here spelled phonetically: *in-ish-al, ha-nus, kron-ik, pres-i-pis, pre-sizh-un, fi-zeek, ri-chus, gran-dur, re-scind, si-kik-al, sep-ter, res-i-pee, sar-jent, sut-'l, pres-tezh.* 2 credits each.

QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ORTHOGRAPHY.

1. Write synonyms opposite the first five words below, antonyms opposite the next five: cordial, ludicrous, privilege, stubborn, talkative; arctic, asset, convex, defeat, synonym. Define each of these words and each corresponding word given.

2. Separate prefix or suffix, and define each word: falsehood, wooden, circumnavigate, slothful, retrograde, substratum, counteract, underscore, superhuman, thermometer.

3-4. Twenty words supplied by the examiner: alligator, insipid, buoyancy, indelible, adolescent, capricious, auxiliary, ammunition, resurrection, crystallize, courtesy, pallid, calendar, nutritious, amethyst, battalion, fallacy, cylinder, assassinate, caterpillar.

5. Oral ten words supplied by the examiner, etc.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT 1917.

READING.

1. Name at least five different kinds of information that can be obtained from a good unabridged dictionary, and show which of these are related to reading.

10 credits.

2. Define: *movement, emphasis, tone, pitch, interpretation.*

2 credits each.

3. (a) Is it better to have a class read one book twice, or two books of the same grade once?

(b) Give reasons for your answer.

5 credits each.

4. State the three chief *defects* in the reading of pupils, and explain methods of *correcting* each.

10 credits.

5. Name other subjects with which reading may be correlated, and tell how you do it. 10 credits.

6-10. The Examiner will require each examinee to read a short extract each of prose and poetry, and grade each on a basis of 25. 50 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

READING.

1. Name and explain *three* elements in word study that should precede reading. Distinguish between *two* kinds of reading matter in school readers. Which requires more study for *thought-getting*, and which is better adapted to *sight-reading*?

2. Give, in outline, the essential points in a method of teaching pupils to read with expression. What are the ends to be obtained by silent reading in grammar grades? Explain your method of giving the proper training in such reading.

3-4-5. Oral. Applicant is required to read a selection from both prose and poetry.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917..

ARITHMETIC.

(The solution must be given; answers alone not counted.)

1. If the United States requires built twenty thousand ten war aeroplanes, each costing thirty thousand thirty dollars, with the appropriation of over six hundred million dollars made by Congress for this purpose, how many nice brick school houses, each costing fifteen thousand fifteen dollars, would this one war expenditure

erect; and how many nice brick school houses would that average for each of the 48 states? 10 credits.

2. A merchant, having 3 bolts of cloth containing respectively 37 and two-thirds, 38 and three-fourths, 39 and five sixths yards, sold 56 and three-fourths and 54 and five-eighths yards, what did the remnant bring him at 5 and one-third dollars a yard? (Solve the problem so as to illustrate the best method of adding and subtracting mixed numbers.) 10 credits.

3. A farmer said: "My crop acreage was $\frac{1}{4}$ cotton, $\frac{1}{4}$ velvet beans, $\frac{1}{4}$ cane and potatoes, $\frac{1}{8}$ oats, and $\frac{1}{3}$ less 40 acres corn. My yield of corn was 30 bushels and 3 pecks per acre, and sold for two-thirds of a dollar per bushel." How much did he receive for his corn? (Do not use x in your solution.) 10 credits.

4. From 3 and three hundred forty-five thousandths plus 3 and one sixty-fourth, subtract 5 and fifty thousand six hundred twenty-five millionths, multiply the remainder by nine ten-thousandths, divide the product by 393 ten millionths, and express the quotient in Roman notation. (Use no common fraction in the solution.) 10 credits.

5. (a) Reduce seven-twelfths of a mile to units of lower denominations (using Linear measure.)

(b) Reduce 40 ch. 3 rd. 5 l. to the decimal of a mile (using Surveyor's Linear measure.)

5 credits each.

6. B has a rectangular tract of land one mile long and 60 chains wide; on his tract is a circular lake 40 rods in diameter; a cornfield in the shape of a parallelogram, having a base of 240 rods and an altitude of 120 rods; a cotton field triangular in shape, having an altitude of 13 chains and 38 and one-fifth links and a base of 1320 yards; a pasture trapezoidal in shape, having one parallel side 200 rods and the other 40 chains and an altitude of 1320; the remainder of his tract is woodland. How many acres has he in woodland? 10 credits.

7. B sold two lots for \$2,000 each, on one he gained 25 per cent, on the other he lost 20 per cent. Did he gain or lose on the whole transaction and what per cent? 10 credits.

8. Find the difference between the *true discount* and the bank discount on \$11,520 for two years, 6 months and 12 days, money being worth 6 per cent in both cases. 10 credits.

9. If 54 men, in 28 days of 10 hours each, dig a trench 352 yards long, $2\frac{1}{2}$ yards broad, and $1\frac{1}{2}$ yards deep, how long a trench $2\frac{3}{4}$ yards broad, $1\frac{3}{4}$ yards deep, will 112 men dig in 25 days of $8\frac{1}{4}$ hours each? 10 credits.

10. There are three balls whose diameters are 5, 6, and 7 inches respectively, what is the diameter of a ball whose contents exactly equals the contents of the three balls? 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ARITHMETIC (Second and Third Grade) ..

1. A pole stands $\frac{2}{7}$ in the mud, $\frac{7}{16}$ in the water, and the remainder, $12\frac{2}{5}$ feet above the water. Find the length of the pole.

2. The product of three numbers is the sum of 2.0701006 and one and nine hundred thousand fifty-five millionths. If one of the numbers is 92.7, and another 5.16, what is the third?

3. How much more will it cost, at \$1.15 per rod, to build a fence around 40 acres in the form of a square than in the form of a circle?

4. If $26\frac{1}{6}\%$ is lost by selling goods for \$275.40, what per cent is gained by selling them for \$534.60?

5. Make and solve an advanced problem (whose solution requires a mastery of the subject) in two of the following topics: Interest, Longitude and Time, Carpeting.

ARITHMETIC (First Grade.)

1. Six men can do a piece of work in $4\frac{1}{3}$ days, after working 2 days how many must join them so as to complete it in $12\frac{1}{5}$ days?

2. The product of three numbers is the sum of 1.12153 and two thousand three hundred-thousandths. One of the numbers is 3.02, another is .003, find the third.

3. What must be the diameter of a cistern, of depth 4 feet, to hold 400 gallons?

4. How much must I invest in Liberty Bonds, bearing $4\frac{1}{2}\%$ interest, to have an annual income of \$2,000? If ten years hence the Bonds sell for 105, how much must I invest to receive the same income?

5. Make and solve an advanced problem (whose solution requires a mastery of the subject) in two of the following topics: Stock Investment, Longitude and Time, Discount.

SAMPLE QUESTIONS PREPARED BY STATE
SUPERINTENDENT, 1917.

ENGLISH GRAMMAR.

(From Hyde's Book II.)

1. Draw four perpendicular columns, and write in the first the *nominative singular*, in the second the *possessive singular*, in the third the *nominative plural*, in the fourth the *possessive plural* of each of the following words: *jury, chimney, thief, chief, ox, it, thou, son-in-law, he-goat, German*. 10 credits.

2. (a) Write the name of five classes of pronouns and after each two pronouns of that class.

(b) Decline in full one of the pronouns named of each class. 5 credits each.

3. (a) Illustrate three ways of distinguishing the gender of nouns.

(b) Opposite each of the following write the corresponding word of the opposite gender: *roe, earl, witch, Paul, czarina, peahen, infanta, sultan, nun, duke.*

5 credits each.

4. Write sentences and illustrate each of the following constructions of pronouns: *predicate nominative, apposition, nominative absolute, nominative of address, indirect object.*

2 credits each.

5. Write complete *synopsis* of the verb *eat* with *thou*, in both voices and in all tenses of the *finite moods*; then write the tenses of all forms of the infinitive and participles in both voices.

5 credits each.

6. (a) Distinguish between a *phrase* and a *clause*.

(b) Name three classes of phrases when classified as to *form*, and three when classified as to *use*.

5 credits each.

7. (a) Name three classes of subordinate clauses when classified as to *use*. (b) Write sentences and illustrate a *noun* clause used as the (1) *subject of a verb*; (2) *predicate nominative*; (3) *object of a transitive verb*; (4) *logical subject*; (5) *object of a preposition*.

5 credits each.

8. (a) Define a *sentence*, and name four kinds when classified as to *use*.

(b) Write one of each kind when classified as to *form*, or *structure*.

5 credits each.

9. Analyze or diagram:

The Kaiser sends forth his murderous birds which deal death and destruction while they are soaring over peaceful fields and happy homes, and then they hie themselves back to barbarous Germany.

10 credits.

10. Parse each of the following words in the above sentence, according to Hyde's "How to Parse" that part of speech: *forth, his, which, while, soaring, then, hie, themselves, barbarous, Germany.*

1 credit each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

GRAMMAR—SECOND AND THIRD GRADES.

1. Write sentences containing the plural form of *each* of the following nouns: valley, phenomenon, sheep, ally, solo, spoonful, beau, thesis, ox, wolf.
2. Name and illustrate *five* uses of the noun in the objective case.
3. Define and illustrate: tense, active voice, passive voice, an auxiliary verb, an abstract noun.
4. Classify as to form and use, then analyze or diagram the following sentence: Education must prepare each child to *meet* an infinite number of *diverse* situations, *few of which* can be *foreseen* by anyone.
5. Parse these words taken from the above sentence: meet, diverse, few, which, foreseen.

GRAMMAR—FIRST GRADE.

1. Explain the three different ways in which adjectives are compared, and give an example of each.
Compare *each* of the following adjectives: first, good, far, next, bad, old, last, many, little, beautiful.
2. Give rules for the use of *shall* and *will* in: direct statements, questions, subordinate clauses, indirect discourse.
3. Write sentences containing each of the following words used as an adjective, an adverb, a verb: *better*, *fast*, *still*.
Use *finding* and *going*, first, as participles and then as nouns.
4. Classify as to form and use, then analyze or diagram the following sentence:
"Down cellar," said the cricket,
"I saw a ball last night"

In honor of a lady

Whose wings were pearly white."

5. Parse the following words taken from the above sentence: cellar, said, night, whose, were.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

COMPOSITION.

(From Huntington's Elements of Composition.)

1. Write one of each: (a) balanced sentence; (b) loose sentence; (c) periodic sentence. 10 credits.
2. Name and illustrate each of the five essentials of a good sentence. 10 credits.
3. Write a paragraph of your own and point out therein three essentials of a properly constructed paragraph. 10 credits.
4. Name the three elements that must unite in good usage of words. 10 credits.
5. (a) Name all the distinct parts of a complete letter.
- (b) Write a letter to your County Superintendent, applying for a position and point out the different parts of the letter. 5 credits each.
6. Write in plain language the meaning of the following lines:

"There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and miseries."

(b) Tell what figures of speech they contain and what objects are compared. 5 credits each.
7. Name the four kinds of writing, or discourse, and define each so as to show the distinguishing features of each kind. 10 credits.
- 8-10. Prepare a topical outline of not less than four

sub-heads and write an argument of not less than 200 words on one side or other of the following: "Resolved, That it would be beneficial to the cause of education to repeal all laws authorizing the issuance of all teachers' life certificates. 30 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

COMPOSITION—FIRST GRADE.

1. Write concerning the relation that should exist between oral and written composition work, touching on: precedence, quantity, relative importance.
2. Define three qualities every composition should possess. Write a paragraph containing these three qualities. Underline the words in your paragraph that should be emphasized when read.
3. Write *ten* sentences. Name and illustrate in each a different figure of speech.
4. Discuss the relative value of: *general* and *specific* words; *figurative* and *literal* words. Give an illustration of each.
5. Write a formal argument favoring one side or the other of the following: Resolved, That "teachers ought to be pensioned by the State."

COMPOSITION—SECOND AND THIRD GRADES.

1. Give *two* examples of each of the following types of sentences: simple, complex, compound, imperative, exclamatory.
2. Name seven figures of speech and give an example of each.
3. Make an order for, at least, five articles of merchandise from some firm in Jacksonville.
4. Explain the uses of the terminal marks of punctuation.

tion. Illustrate the punctuation points used within a sentence.

5. Choosing your own subject, write a narration of not less than 200 words.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

GEOGRAPHY.

(From Frye's Higher Geography.)

1. Write the name of fifteen Southern States, and write in order after each State its (a) capital; (b) chief city; (c) chief farm product; (d) chief manufactured article; (e) approximate population. 10 credits.

2. Write five groups of five States each of the United States that excel in the production of: (a) cotton; (b) corn; (c) wheat; (d) cattle; (e) hogs. 2 credits each.

3. Locate the three largest rivers in the world. Name and locate the largest mountain range in each of the Grand Divisions. 5 credits each.

4. Write the names of the countries of South America, and write in order after each its (a) form of government; (b) capital city; (c) principal industry; (d) chief export; (e) approximate population. 10 credits each.

5. Give the number of States, the approximate area and population of Mexico, the population of the City of Mexico. 10 credits.

6. Name all the States, with their capitals, lying along the northern boundary of the United States. 10 credits.

7. Give reasons for the size and growth of the following cities: Seattle, Denver, Minneapolis, New Orleans, Jacksonville. 2 credits.

8. (a) Locate the most productive petroleum fields in the world. (b) How is rubber produced and where is it found in its original state? 5 credits each.

9. What countries control India, Iceland, Porto Rico, Madagascar, Korea? 2 credits each.

10. Write the name of each country now engaged in the World War, and write in order after each its (a) capital city; (b) chief city; (c) approximate area in square miles; (d) approximate population. 10 credits.

**SAMPLE QUESTIONS PREPARED BY STATE BOARD
OF EXAMINERS, 1918.**

GEOGRAPHY.

1. Define rotation and revolution as applied to the motions of the earth. Discuss at length: the four seasons, day and night, the solstices, the equinoxes.

2. What is meant by "the inclination of the earth's axis to the plane of its orbit?" Explain fully how the number of degrees in the width of the zones is determined by the number of degrees in the "inclination of the earth to the plane of its orbit."

3. Locate and describe the largest river of: North America, South America, Europe, Florida.

4. The entire western portion of the two Americas is traversed by an almost unbroken system of mountains. Give the names of these mountains in: North America, South America, Mexico, Central America.

5. Name all the countries that have taken part in the recent war in Europe, telling which were for Germany and which were against Germany.

**SAMPLE QUESTIONS PREPARED BY STATE
SUPERINTENDENT, 1917.**

UNITED STATES HISTORY.

(From Our Republic.)

1. (a) Name the thirteen original colonies, giving date of settlement of the first two. (b) Tell where the greater

part of the people came from that settled each of these colonies and their chief church affiliations, or religion.

5 credits each.

2. Name the imperfections in the Articles of Confederation which led to the framing of the present Constitution of the United States.

10 credits.

3. State the cause and results of all the wars in which the United States ever engaged.

10 credits.

4. (a) Name all the territorial acquisitions of the United States after President Washington, and tell from whom and how acquired. (b) Name the States carved out of the North-West Territory, and out of the territory acquired by the Mexican War.

5 credits each.

5. (a) State briefly, but clearly, how the "Monroe Doctrine" has been a protection to the United States. (b) State the policy as laid down in the "Monroe Doctrine."

5 credits each.

6. Tell briefly for what our country is indebted to each of the following: Thomas Jefferson, Andrew Jackson, Henry Clay, John Paul Jones, Marquis de LaFayette.

2 credits each.

7. (a) Explain what is meant by the Spoils System, and tell who was the originator and some of the conditions which induced its establishment. (b) Tell what Act practically abolished it and the conditions which favored its passage.

5 credits each.

8. (a) Name the President of the Southern Confederacy, and the decisive battle of the Civil War. (b) Tell when the "War of Secession" began and ended, and name two important questions settled by it.

5 credits each.

9. Name ten of the most important inventions made in the United States in the 19th Century, and after each write the name of the inventor.

10 credits.

10. (a) Name an important event in the history of Florida each of the following dates suggests: (1) 1563; (2) 1763; (3) 1783; (4) 1819; (5) 1845. (b) Name in

order the eleven governors of Florida since 1876, and the most important thing each advocated. 5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

UNITED STATES AND FLORIDA HISTORY.

1. Make an outline of the period of colonization, naming the thirteen original colonies, as you would for your History Class.

2. Give three causes, three leaders on each side, five battles, and the results of the Civil War. Compare the mode of warfare in the Civil War with the mode of warfare in the recent war.

3. Place each of the following in United States history: Articles of Confederation, Burr's Conspiracy, Arnold's Treason, Nathan Hale, Geneva Award.

4. Select five lessons from United States history that you would use to teach patriotism. Explain fully how you would present one of these to your class.

5. Name five events in Florida history that you consider important. Give reasons for your selection of each event. Give five effects of the recent war on Florida.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

PHYSIOLOGY.

(From Ritchie's Human Physiology.)

1. (a) Define: cell; tissue. (b) Distinguish between anatomy, physiology, hygiene. 10 credits.

2. Tell what centers, or organs, each of the following contains: (a) the dorsal cavity; (b) the thoracic cavity; (c) the abdominal cavity. 10 credits.

3. Define accurately: cerebro spinal fluid, pelvis, periosteum, a food, cilia. 2 credits each.
4. State the chief functions of muscles, and explain and illustrate by examples the necessity of antagonistic muscles. 10 credits.
5. State the functions of the nerves; (b) distinguish between afferent and efferent nerves. 5 credits each.
6. State definitely the part played in digesting foods by: (a) the mouth; (b) the stomach; (c) the small intestines. 3 1/3 credits each.
7. Trace the circulation of the blood. 10 credits.
8. State the harmful effects of alcohol on the (a) digestive organs; (b) nervous system; (c) brain; (d) heart; (e) muscles. 2 credits each.
9. Name and discuss the five special senses of the body. 10 credits.
10. Name five diseases caused by bacteria; two by insects; three that may be prevented by proper hygienic methods. 1 credit each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PHYSIOLOGY.

1. Discuss the stomach, under the following topics: location, lining, its two motions, its secretion.
2. Define: glands, organs, secretion, excretion.
3. Describe fully how the food we eat is converted into bone, blood, muscle and brain.
4. How can one tell if the blood from a cut comes from a vein or from an artery? How would one check the flow of blood in either case?
5. Tell how the "animal heat" of the body is produced and maintained.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

THEORY AND PRACTICE.

(From Colgrove's *The Teacher and the School*.)

1. (a) Name the educational qualifications indispensable in a teacher of a school of 8 grades.
(b) Should the teacher of such a school be able to teach hand-work, bench-work, cooking, dress-making, and other manual arts? 5 credits each.
2. (a) Name four subjects fundamental in the professional education of a teacher.
(b) Name four or more groups of subjects that should be represented in the curriculum for every grade every year. 5 credits each.
3. (a) State three ends that should be sought in intellectual education.
(b) Give Spencer's statement of the aim of education. 5 credits each.
4. Give Spencer's groups of studies in the order of their importance. 10 credits.
5. (a) Give the three-fold grouping of the powers of the soul.
(b) Is the soul divided into parts, if not, what does this grouping mean? 5 credits each.
6. (a) Distinguish between a *sensation* and a *percept*.
(b) Explain the steps taken in forming a *concept*. 5 credits each.
7. (a) Frame a simple judgment and express it in words.
(b) Name the parts of the sentence thus formed in grammatical terms. 5 credits each.
8. (a) Tell how you would establish the fact that metals expand when heated.
(b) What is the mode of reasoning called? 5 credits each.

9. (a) State arguments that will justify the State in taxing childless parents to support public schools.

(b) Arrange your argument in the form of a syllogism. 5 credits each.

10. (a) State general principles that should govern the teacher in using *incentives*.

(b) Name five good incentives in the order of their merit; in the order of their efficiency. 5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

THEORY AND PRACTICE.

1. Discuss making a course of study involving: selection of material, sequence of studies, correlation of subjects.

2. Discuss the contents of a child's mind as including: sensations, percepts, memory images, images of the imagination.

3. Discuss the difficulties of a child in learning to study, under the following heads: his previous mode of learning, change from oral lessons to text-book lessons, text-books no stimulus to effort, outside distractions.

4. Discuss rules for forming good habits under the following: make a vigorous start, permit no exceptions, act on every opportunity, grow a good habit in the place of a bad one.

5. Discuss the school as: an organization, a social community, a self-perpetuating institution.

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

AGRICULTURE.

(From Duggar's Agriculture.)

1. Name and describe the formation of three different kinds of soils. 10 credits.

2. Name the four elements of plant food that often need to be supplied artificially to the growing crop.

10 credits.

3. (a) Name several plants of the legume family, and tell how they assist the growth of other plants. (b) Explain inoculation and the ways in which it is accomplished.

5 credits each.

4. Give the best methods of getting rid of weeds, and tell how different kinds of weeds may be permanently destroyed.

10 credits.

5. (a) Name five conditions necessary to successful fruit growing. (b) Tell why trees need to be pruned when transplanted.

5 credits each.

6. Give the value of a fertilizer which contains 5% potash, 3% nitrogen and 10% available phosphoric acid, if nitrogen costs 20c per lb., phosphoric acid 6c, and potash 15c.

10 credits.

7. (a) Tell how new varieties of fruits and vegetables may be originated. (b) Give some illustrations of Burbank's success in improved plants and fruits.

5 credits each.

8. Give the main points to be noted: (a) in judging ears of corn; (b) in selecting seed corn.

5 credits each.

9. (a) Name three principal classes of horses and give distinguishing characteristics of each class. (b) State four important points in the care of horses.

5 credits each.

10. Discuss the cattle tick as to (a) harmful effects; (b) methods of eradication.

5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

AGRICULTURE.

1. Give five reasons for studying agriculture.

2. What should a farmer take into consideration when buying fertilizer? How can he know what kind of fertilizer he needs?

3. Explain in detail the cultivation of corn, from the time you prepare the ground for the seed until you carry the corn to the barn.

4. Give several advantages that may be derived from a school garden, flower or vegetable. Tell what you would plant in your garden and when you would plant each plant.

5. What will be the cost of one ton (2,000 lbs.) of fertilizer containing 1.65% of nitrogen, 10% phosphoric acid and 2% potash, if it is made from nitrate of soda, 15% pure nitrogen, at 30c a pound, acid phosphate, 16% pure phosphoric acid at 8c a pound, and kainit, 12% pure potash at 8c a pound?

SAMPLE QUESTIONS PREPARED BY STATE
SUPERINTENDENT, 1917.

CIVIL GOVERNMENT.

(From James and Sanford.)

1. (a) What are the functions of Local Government?
(b) Name the officers of a Local Government.

5 credits each.

2. Give a brief history of the formation of the present Constitution of the United States.

10 credits.

3. Give reasons why counties are necessary, and group county officers under the heads: Legislative, Executive, Judicial.

10 credits.

4. Name the three departments of a State Government, and the titles and general functions of the officers of a State Government.

10 credits.

5. (a) Tell how State laws are enacted. (b) Tell the term of office of each, and the qualifications for eligibility, in the Florida Legislature, of a Representative and a Senator.

5 credits each.

6. Trace the steps in making a State law from its beginning to final enactment.

10 credits.

7. (a) Name the two bodies that constitute Congress.

(b) State the term of office of a member of each body, and tell how and upon what day each is elected.

5 credits each.

8. Describe the method (a) of nominating a President of the United States; (b) of electing a President.

5 credits each.

9. Name the various Courts of the State of Florida and give the jurisdiction of each.

10 credits.

10. Give all the steps needful before one is legally a teacher in Florida, and can by law collect his salary.

10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

CIVIL GOVERNMENT.

1. Why is government necessary? Define and illustrate the two divisions of governmental authority.

2. Discuss the peculiarities of city life under: dense population, public health, control of vicious classes, public utilities.

3. Describe at length the organization of the National House of Representatives at the opening of each new Congress. Why is it that no formal organization of the Senate is necessary at that time?

4. What is meant by "a quorum"? How may it be secured by either House of Congress?

5. Who are citizens of the United States? How may a foreigner become a citizen of the United States?

SAMPLE QUESTIONS PREPARED BY STATE SUPERINTENDENT, 1917.

PHYSICAL GEOGRAPHY.

(From Maury-Simonds.)

1. (a) State *five facts* as the basis for believing the interior of the earth is hot. (b) State the opinions of some noted Scientists on the subject. 5 credits each.

2. Describe three classes of volcanoes, and state significant facts as to their distribution. 10 credits.

3. Explain the changes of seasons, and state the causes which produce them. 10 credits.

4. Give reasons why (a) the hottest part of summer usually follows midsummer, June 21st; (b) the coldest part of winter is usually after midwinter, December 22d. 5 credits each.

5. (a) State the causes of winds in general. (b) Explain the specific causes of each: *land breezes, sea breezes, trade winds*.

6. Distinguish between *waves, tides, and ocean currents*; and tell the cause of each. 10 credits.

7. (a) Name parts of the earth where the *rainfall* is greatest, and state the causes of its being great. (b) Name some of the great *deserts* of the earth, and tell the causes which made them deserts. 5 credits each

8. (a) Name four ways by which lake basins were probably formed; (b) State some of the offices of lakes. 5 credits each.

8. Explain and illustrate (by drawings) three underground conditions that produce *Artesian wells*. 10 credits.

10. Discuss four way by which *mountains* were likely formed. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PHYSICAL GEOGRAPHY.

1. Discuss at length a theory that accounts for the heated condition of the interior of the earth.

2. Tell at length how the climate of a country is affected by its prevailing winds, and also by its nearby ocean currents. Name a country so affected.

3. What is a delta? Name, locate and describe two famous deltas.

4. Describe at length erosion by: winds, water. Give examples.

5. Define: tides, spring tides, neap tides.

**SAMPLE QUESTIONS PREPARED BY STATE
SUPERINTENDENT, 1917.**

ALGEBRA.

(From Milne)

(Answers alone count nothing; method of solution to be considered in grading.)

1. Resolve each into at least four prime factors:

(a) $a^2 - b^{12}$; (b) $a^7 - a^3x^4$; (c) $4a^6 - 4b^6$; (d) $4a^4 - 36a^2 + 64$; (e) $(x^2 - xy)^2 - 2(x^2 - xy)(xy - y^2) + (xy - y^2)^2$.

2 credits each.

2. Find the H. C. F. and L. C. M. of

$15x^3 + 9x^2 - 3x + 3$ and $40x^3 - 21x^2 + 10x - 1$.

5 credits each.

3. Find the value of

$$\left(\frac{x}{1 + \frac{1}{x}} + 1 - \frac{1}{x+1} \right) \div \left(\frac{x}{1 - \frac{1}{x}} - x - \frac{1}{x-1} \right)$$

10 credits.

4. An officer, upon attempting to draw up his troops in the form of a solid square, found that he had 31 men over. If he had increased the side of the square by 1 man, there would have been a deficiency of 24 men. How many men had he in command?

10 credits.

5. Solve

$$\frac{x-3}{\sqrt{x}-\sqrt{3}} = \frac{\sqrt{x}+\sqrt{3}}{2} + 2\sqrt{3}$$

10 credits.

6. A divided \$2100 among his three sons so that the shares were in geometrical progression, and the second son had \$300 more than the third. What was the share of each?
10 credits.

7. Find the value of x in

$$x\frac{2}{3} + y\frac{2}{3} = 3x \text{ and } x\frac{1}{2} + y\frac{1}{3} = x.$$

10 credits.

8. The hypotenuse of a right triangle is 24 feet more than the base, and 3 feet more than the perpendicular. Find the sides of the triangle.
10 credits.

9. Extract the square root of

$$9x - 12x\frac{2}{3} + 10x\frac{2}{3} - 28x\frac{1}{2} + 17x\frac{1}{3} - 8x\frac{1}{6} + 16.$$

10 credits.

10. A and B are at towns 267 miles apart, and set out to meet each other. A traveled 12 miles the first day, 15 miles the second day, 18 miles the third day, and so on; B traveled 15 miles the first day, 19 the second, 23 the third, and so on. In how many days did they meet?

10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ALGEBRA.

1. Multiply $x^2 - 6x + 3$ by $x^2 - 3x - 54$, then divide the product by $x - 9$. Assuming that $x = 3$, find the value of your answer in figures.

2. Perform the indicated multiplications and divisions:

$$\frac{(2r-3s)^2}{r^2+4rs+4s^2} \quad \frac{4r^2-4s^2}{4r^2-9s^2} \div \frac{3rs-3s^2}{5r^2+10rs}$$

3. The sum of three digits of a number is 23; and the digit in the tens' place exceeds that in the units' place by 3. If 198 be subtracted from the number, the digits will be reversed. Find the number.

4. The difference of the cubes of two numbers is 218; the sum of the squares of the numbers increased by the product of the numbers is 109. Find the numbers.

5. Find the sum of all even integers, beginning with 2 and ending with 250. Find the cube root of:

$$8a^6 + 36a^5 + 66a^4 + 63a^3 + 33a^2 + 9a + 1.$$

PRIMARY CERTIFICATES.

A Primary Certificate shall be issued to any eligible applicant meeting the following requirements: First, who presents satisfactory evidence of having received either special instruction for one year or more in primary methods and practice teaching in a recognized normal school, or its equivalent; Second, who passes an oral and written examination on reading, arithmetic, English grammar, composition, geography and United States history, and makes an average grade of 80 per cent., with a grade on no subject below 60 per cent.; Third, who makes an average grade of 80 per cent., with a grade on no subject below 60 per cent. upon the following subjects, as they relate to primary teaching, nature study, drawing, manual training, school singing and the elements of psychology. A primary certificate shall be valid for teaching only in the first, second or third grade of regular graded schools of four teachers or more, and shall be valid for only four years.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

READING—PRIMARY.

1. Explain why the teacher should be familiar with the thought of the reading lesson before beginning the

recitation. When would you begin to teach primary classes pauses, emphasis, etc., in reading?

2. Make an outline for teaching reading for one month to the First Grade, as a Supervisor of the Primary Department would make for her teacher of the First Grade.

3-4-5. Oral.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

ARITHMETIC.

(Answers alone graded zero; record all your solutions.)

1. The sum of five addends is twenty millions twenty, the first is one million eight hundred thousand one hundred eighty, the second is four times the first, the third is the sum of the first and second, the fifth is four times the fourth. Find each addend and find their sum.

10 credits.

2. Find the five *prime numbers* the product of which will be 69069.

10 credits.

3. Of all the trees in an orchard one-third were apple, three-eighths peach, one-half less 20 were plum. How many of each kind of trees were there in the orchard?

20 credits.

4. Three and one-third yards of cloth cost eleven and two-thirds dollars, at the same price per yard how many yards would \$59½ buy?

20 credits.

5. From 3 and three hundred forty-five thousandths plus 3 and one sixty-fourth, subtract 5 and fifty thousand six hundred twenty-five millionths, multiply the remainder by nine ten-thousandths, divide the product by 393 ten-millionths, and express the quotient in Roman Notation.

20 credits.

6. Find the simple interest on \$250 for 3 years, 7 months, and 18 days at 5 per cent. by the aliquot parts method.

20 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ARITHMETIC—PRIMARY.

1. Simplify

$$\left(\frac{22}{21} \times \frac{123}{40} \right) + \left(\frac{22}{15} \times \frac{27}{14} \right)$$

$$\left(\frac{25}{18} \div \frac{20}{63} \right) - \left(\frac{15}{16} \div \frac{9}{20} \right)$$

2. The product of three numbers is the sum of 190189 millionths and twenty-six thousand six millionths. One of the numbers is 2.13, another is 20.3, find the third.

3. Find the G. C. D. and L. C. M. of: 238, 136, 252, 280.

4. If $\frac{7}{15}$ of a piece of land is worth \$604 $\frac{4}{5}$, how much is $\frac{11}{24}$ worth?

5. If a bushel of wheat weighs 60 pounds, what is the value of a carload of wheat weighing 9 T. 13cwt., at 93c a bushel?

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

ENGLISH GRAMMAR.

1. Name five nouns the plural of each of which is formed by a different rule, and write after each its nominative plural, its possessive singular and possessive plural.

2. Write two each of five separate classes of pronouns, and decline one of each that is declinable.

3. (a) Write the full synopsis of the verb *see* with *thou* in the progressive form through all parts of the active voice.

(b) The complete synopsis of *see* with *he* in all forms of the passive voice, including infinitives and participles.

4. Write complete analysis of the following sentence, naming each phrase and clause, its kind, and what it modifies:

"As I crossed the bridge over the Avon on my return, I paused to contemplate the distant church in which the poet lies buried."

5. Parse in full the following words in the above sentence: *as, crossed, I, contemplate, distant, church, which, poet, lies, buried.*

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

GRAMMAR—PRIMARY.

1. Write the possessive singular and the possessive plural of each of the following: *it, who, fox, ox, mother-in-law, he, I, she, which, thief.*

2. Define the following terms and write a sentence illustrating each: *abstract noun, collective noun, prepositional phrase, infinitive phrase, subordinate clause, irregular verb, transitive verb, passive voice, auxiliary verb, progressive form.*

3. Write five sentences each containing an adverbial clause, denoting respectively: *time, degree, cause, condition, concession.*

4. Classify as to form and use the following sentence, then name all the phrases and dependent clauses, and give the construction of each: "*To have done things worthy to be written was in Scott's eyes, a dignity to which no man, who had only written things worthy to be read, made any approach.*"

5. Parse these words taken from the above sentence: *worthy, written, dignity, made, who.*

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

COMPOSITION PRIMARY.

1. Explain *how* composition should be taught in the *first* three grades. Give examples of exercises suitable for each of these grades.
2. Define a paragraph. Write a paragraph of at least ten lines. Underline the topic sentence therein.
3. Give *two* examples of each of the following types of sentences: simple, complex, compound, imperative, exclamatory, loose, periodic, balanced.
4. Define eight figures of speech and give an example of each.
5. Define *four* forms or kinds of composition, and write a brief paragraph of any two of them.

SAMPLE QUESTIONS USED BY THE STATE SUPERINTENDENT, 1917.

GEOGRAPHY.

1. Write the names of fifteen Southern States, and write in order after each State its (1) capital; (2) chief city; (3) chief farm product; (4) chief manufactured article; (5) approximate population. 20 credits.
2. Write groups of five States of the United States that excel in the production of each: (1) cotton; (2) corn; (3) wheat; (4) cattle; (5) hogs. 20 credits.
3. Write the names of the countries of South America, and write in order after each its (1) form of government; (2) capital city; (3) principal industry; (4) chief export; (5) approximate population. 20 credits.
4. Write the name of each country now engaged in the World War, and write in order after each its (1) capital city; (2) chief city; (3) approximate area in square miles; (4) approximate population. 20 credits.

5. (a) Tell what Geography should be taught, and how you would teach it in each of the three primary grades.

(b) Name the first grade in which a book on geography should be used by the pupils, and state your reasons. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

GEOGRAPHY.

1. Outline a plan for teaching the home geography of a village.

2. Name three important factors in determining the climate of a country, and explain the effects of each factor.

3. Name all the states touched by the Mississippi River, and give the capital of each of these states.

4. Give the boundaries of the Florida county in which you live. Describe its surface. What are its leading industries? Make a list of its native trees, grasses, birds. What is the county seat? What railroads pass through the county?

5. Draw with pencil an outline map of the United States, including the Great Lakes. Locate your home town upon this map.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

HISTORY.

1. (a) Name the thirteen original colonies, giving date of settlement of the first two.

(b) Tell where the greater part of the people

came from that settled each of these colonies, and their chief Church affiliations, or religion.

10 credits each.

2. (a) Name all the territorial acquisitions of the United States after President Washington, and tell from whom and how acquired.

(b) Name the States carved out of the Northwest Territory, and out of the territory acquired by the Mexican War.

10 credits each.

3. State the causes and results of all the wars in which the United States ever engaged.

20 credits.

4. Name ten of the most important inventions made in the United States in the 19th Century, and after each write the name of the inventor.

5. (a) Name an important event in the history of Florida each of the following dates suggests: (a) 1563; (b) 1863; (c) 1783; (d) 1819; (e) 1845.

(b) Name in order the eleven governors of Florida since 1876, and the most important thing each advocated.

10 credits each

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

HISTORY—PRIMARY.

1. Name the thirteen original colonies. Tell the story of the settlement of one of these as you would to children in the First Grade.

2. Do you think history in the Primary Grades should be confined to American History? Give reasons for your answer.

3. Give five causes, three generals on each side, three battles and the results, of the Revolutionary War.

4. Explain the Monroe Doctrine as you would to children in the Third Grade.

5. Name five events in Florida History that you would

teach to children in the Primary Grades, and discuss one of them as you would with the children.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

NATURE STUDY.

(Based on Hodges' Nature Study and Life.)

1. Give author's formula expressing the purpose of Nature Study. 10 credits.
2. Name the five *values* of Nature Study and give the author's reason for making one of them prominent. 10 credits.
3. Would you dwell much upon the *insects* of the home? What lessons would be valuable in this case? 10 credits.
4. State the most important information to be gained about the *insects* of the garden and field. 10 credits.
5. Give the *life history* of a butterfly and a mosquito. 10 credits.
6. (a) Name insects useful to man; some that are injurious.
(b) What proportion of them are useful, and what injurious? 5 credits each.
7. State the values the author finds in the study of *toads*; of *birds*. 5 credits each.
8. (a) Tell how the elements of *forestry* may be taught.
(b) Why should the nation be so interested in the *preservation* of the forests? 5 credits each.
9. (a) State the great problems in insect study in which the State is interested at the present time.
(b) Can Nature Study in the schools be made to help the homes? 5 credits each.
10. Explain what the author means by the *biological type study* of animal life, and how it differs from other *type-studies*. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

NATURE STUDY.

1. Name some of the many valuable ways in which observation and study of nature may contribute to the education of the child.
2. Give a brief plan for an observation lesson in nature study, and show how you would utilize the lesson as language work.
3. Tell how nature study may help to train children in the observance of law.
4. In what ways may the study of birds be made to influence the character of boys and girls?
5. Explain what is involved in the process of raising a plant.
6. Name four things children ought to learn about wild plants.
7. Of what value is drawing in connection with the study of such subjects as corn and birds?
8. Name three each of the following that are useful and interesting studies for Florida children: plants, animals, insects, marine plants or animals.
9. Give the life history of a toad.
10. Discuss the influence of forests on soil formation.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

DRAWING.

1. Name the necessary equipment for beginners in drawing. 10 credits.
2. If you include colors and brushes, give your reasons for so doing. 10 credits.
3. Name the simple geometrical forms after which many natural objects are patterned. 10 credits.

4. Name the primary colors and the colors resulting from mixing these two by two. 10 credits.
5. State the directions you would give when teaching a class to represent in colors an orange on a flat surface. 10 credits.
6. Represent a colored cigar box to the right of the artist and below the eye. 10 credits.
7. Draw a landscape in perspective, having a school house in the middle distance with two roads meeting in the foreground.
8. State reasons why you would or would not teach the simpler geometric forms. 10 credits.
9. Name some of the benefits derived by pupils from the study of drawing. 10 credits.
10. Name the other kinds of drawing besides artistic, and tell the uses and advantages of each. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

DRAWING.

1. Tell why drawing appeals to children. Discuss the most effective way of teaching it.
2. Explain how drawing may be a means of instruction in reading and language lessons.
3. How does drawing train the powers of observation? Show that it is both a practical and a cultural study.
4. What kinds of objects are suitable for drawing lessons for beginners? Explain your answer.
5. Illustrate how you would teach the simple principles of perspective.
6. Define the following terms as applied to color: standard, hue, tint, broken, cold.
7. Give the edge view of a circle, the oblique view, and the face view.

8. What are the three qualities a design should possess?

9-10. Draw a landscape. The composition to have in it a distant line of foliage, a large tree in the foreground, and a stream of water or a road.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

PRIMARY METHODS.

(Based on "The Normal Child," etc.—Gesell.)

1. Name the most important subject taught in the primary grades, and give reasons for your answer.
10 credits.
2. Tell how all primary ideas of truth are obtained, and illustrate.
10 credits.
3. Tell how the first lessons in reading should be given.
10 credits.
4. Give several devices useful in language lessons.
10 credits.
5. Illustrate how other subjects may be correlated with language lessons.
10 credits.
6. Tell what preparation should be made when giving first lessons in weights and measures.
10 credits.
7. Discuss the value of seat-work, and describe the kind you use and your method.
10 credits.
8. Describe an ideal method of conducting a spelling lesson.
10 credits.
9. Illustrate a good method of teaching numbers in the second grade.
10 credits.
10. Tell how the evils of intemperance and narcotics may be taught in the primary grades.
10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PSYCHOLOGY.

1. What instinctive acts does the young child perform? Does this involve thought?

2. Does the very young child display the three fundamental powers of the human mind, viz: thought, feeling, will? Illustrate.

3. Explain suggestion as a mode of guiding the activities of the child.

4. Define psychology.

5. Show the relation between habit and volition.

6. Why should regular attendance at school become a habit?

7. Why is tardiness, in some respects, a greater evil than absence?

8. What physical organ is the agent through which the mind acts upon the world of matter?

9. Name the large parts of this organ and explain the function of each.

10. What is meant by inductive method of teaching?

MUSIC.

1. What is the value of music as a public school study?

2. Name three recognized causes of "Monotones." State the appropriate remedy or treatment.

3. Mention four general principles to be employed in training the child voice.

4. Give four examples of melodic tone groups suitable for oral dictation and for ear training in the third grade. Justify your choice of examples.

5. What two elements have to be considered in music?

6. What is the purpose of a rote song? How would you select and present a rote song?

7. Define time in music. Upon what does time depend?

8. Explain the difference between simple time and compound time. Illustrate.

9-10. Name the different keys in the sharps and write each signature—also, in the flats.

MANUAL TRAINING.

1. What is the relation of construction work to drawing? Give a specific illustration showing how each of these subjects helps the other.
2. Why should the making of articles go along with paper cutting.
3. Name five kinds of materials used in construction work.
4. Illustrate stick laying and skeleton drawing.
5. Make drawings showing how the paper should be folded and cut for a child's Christmas box.
6. Make drawings illustrating how borders may be made from fruit shapes.
7. Give the commercial names of three different papers or card boards suitable for construction work.
8. Make a drawing showing how a reed basket is begun, also showing how it is finished.
9. What is meant by vegetable dyes? Name four local vegetable dyes.
10. How did the Indians secure their colored materials for basketry?

SPECIAL CERTIFICATES.

An applicant presenting satisfactory evidence of possessing ability to teach one or more subjects not embraced in the requirements for a second grade certificate, and passing a satisfactory oral and written examination on one or more subjects, shall receive a special certificate on every subject on which a grade of 90 per cent. is made. A special certificate shall be valid for teaching only the subjects covered by it and for five years from date of issue.

An applicant desiring a special certificate on a State certificate subject is examined on the same questions and must make 90 per cent. thereon.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

GENERAL SCIENCE.

1. Tell how and why a tumbler, full, of water and covered with a light paper, may be inverted without spilling the water. 10 credits.

2. Explain why a small tin bucket containing water may be whirled above the head without spilling the water. What forces keep the water in the bucket? 10 credits.

3. Explain the collecting of water on the outside of a pitcher of ice-water. 10 credits.

4. (a) Draw a diagram of the flame of a candle and tell how you can prove the flame to be hollow. (b) What chemical changes are taking place in the flame? 5 credits each.

5. What is the total pressure on an empty tin box water-tight, 12 inches square, when forced down 20 feet in water? (The weight of a cubic foot of water is $62\frac{1}{2}$ lbs.). 10 credits.

6. What is *osmosis*? 10 credits.

7. Name the parts of a flower essential to the production of seed. 10 credits.

8. Why do cow peas improve the soil where they grow? 10 credits.

9. What three kinds of food are needed for growth of a human body? 10 credits.

10. How do mosquitoes carry disease? 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

GENERAL SCIENCE.

1. What are germs? Discuss germs, telling where they are found, etc. Name five good disinfectants.

2. Why should water be purified? Give several methods of purifying water.

3. Explain fully how artificial ice is made.
4. Explain how to make one type of Daniell cell. Explain the working of a modern telephone.
5. Discuss animals as disease carriers. Discuss fully hookworms as to: mode of entering the body, effect on the body, prevention, cure, etc.

SAMPLE QUESTIONS USED BY STATE
SUPERINTENDENT, 1917.

BIOLOGY.

1. Name and describe the different methods of cell multiplication. 10 credits.
2. Describe mitosis (karyokinesis) and illustrate by figures. 10 credits.
3. Name and describe all the functions of leaves. 10 credits.
4. Discuss the relation of natural selection and evolution. 10 credits.
5. Discuss briefly the law of *mutation*. 10 credits.
6. Write of the *structure, habits and reproduction* of the house-fly, and his relation to the health of mankind. 10 credits.
7. Define what is meant by selective breeding, and tell in what ways it has been beneficial to man. 10 credits.
8. Arrange in one column the resemblances and in another the differences in the respiration of: (a) a bird and a fish; (b) a frog and a clam. 5 credits each.
9. Define, *parasites, saphyrophytes, symbiosis*. 3 1/3 credits each.
10. (a) Tell briefly the principal methods by which contagious diseases are spread; (b) give the most important means for checking, in each case, this dissemination. 5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF
EXAMINERS, 1918.

BIOLOGY.

1. What is Biology? Why study it? Define: an organ, function of an organ. Distinguish fully between moths and butterflies.
2. Give a full description of molting in crustaceans, in insects. Describe fully the life and development of the house-fly.
3. Distinguish fully between the skeleton of a vertebrate and that of a crustacean. Describe two common mollusks used as food for man.
4. Describe fully the turtle. Is the shell of the turtle its skeleton? Give the general characteristics of snakes and lizards.
5. Compare a living plant to a living animal. Discuss the evolution of man and his place in nature.

SAMPLE QUESTIONS USED BY STATE
SUPERINTENDENT, 1917.

CHEMISTRY.

1. Explain "Absolute Zero," and state a law showing its application to chemical measurements. 10 credits.
2. Tell what is meant by *standard conditions*, and form and solve a problem to illustrate. 10 credits.
3. (a) Name the chemicals and the quantities necessary to prepare five liters of oxygen.
(b) Give the products that will result from burning in different jars, respectively, carbon, sulphur, and iron. 5 credits each.
4. How can it be shown that the composition of water is properly indicated by the formula H_2O ? 10 credits.
5. Tell what reactions will occur and give the weight

of each product, if 5 grams of sodium be thrown upon water. 10 credits.

6. Dissolve a dime in dilute nitric acid: (a) Tell the color of the solution; (b) Tell what this color indicates; (c) Tell how the two metals may be separated; (d) Tell how each may be reduced to a pure metallic state. 2½ credits each.

7. Give chemical names and formulas for each of the following: *copperas*, *bluestone*, *alum*, *calomel*, *bleaching powders*. 2 credits each.

8. Compare the three most common elements of the *halogen group* with respect to physical properties, atomic weights, and chemical activity. 10 credits.

9. Give chemical antidotes for the following poisons: *lye*, *corrosive sublimate*, *arsenic*, *copper compounds*, *sulphuric acid*. 2 credits each.

10. Tell how ethyl alcohol is *dehydrated* in the United States. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

CHEMISTRY.

1. Define: chemistry, chemical change, the atomic theory, molecule, element, compound, solution, liquid, gas.

2. Define: acid, base, salt. Name four elements that are gases. Name two metals that are lighter than water. What metal is a liquid?

3. What is the reaction from combining an acid with an alkali? Write in words the equation for the reaction of KOH and HCL.

4. Describe ammonia gas and give its symbol. What great practical use is made of this gas?

5. Name the three allotropic forms of carbon. What are carbohydrates? Name two common carbohydrate compounds.

**SAMPLE QUESTIONS USED BY STATE
SUPERINTENDENT, 1917.**

FRENCH.

(Compelled to Print Without Accent.)

1. Explain fully the partitive construction, and illustrate your statements by a French sentence.

10 credits.

2. (a) Give the possessive pronouns and the possessive adjectives.

(b) Illustrate one of each by a French sentence.

5 credits each.

3. (a) Tell what orthographical peculiarities occur in the first conjugation.

(b) Illustrate them.

5 credits each.

4. (a) When and how do past participles vary?

(b) Illustrate.

5 credits each.

5. Distinguish between the use of *devant* and *avant*; *environ*s, *vers* and *envers*.

5 credits.

6. Give the principal parts of *venir*, *devoir*, *croire*, *pouvoir*, *aller*, *courir*, *resoudre*, *savoir*, *vendre*, and *vivre*.

10 credits.

7. Give all forms not regularly obtained from the principal parts of the verbs in the above question.

10 credits.

8. Explain the use of *vouloir*, *pouvoir*, and *savoir*, as auxiliary verbs.

10 credits.

9. Translate into English:

Il lui fallut s'arreter bientot, parce que la terre e tait finie; alors elle s' assit, au pied d' une derniere grande croix, qui est la plantee parmi les ajoucs et les pierres. Comme c'etait un point eleve, la mer vue de la semblait avoir des loitains qui moutait, et on eut dit que cette Marie en s' eloignant, s' elevait peu a peu, toute petite, sur les pentes de ce cercle immense. Les eaux avaient de grandes ondulation lentes,—comme les derniers contre-

coups de quelque tourmente formidable qui se serait
 passee ailleurs, derriere l' horizon. 10 credits.

10. Translate into French:

(a) I shall be eighteen years old in nineteen hundred and seventeen.

(b) Write out in French 21, 63, 177, 46th, $\frac{1}{2}$, $\frac{3}{4}$.

(c) I was astonished that he did not get up earlier.

(d) Do you believe that what your friend told you is true?

(e) I do not know any one who is truly happy.

5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

FRENCH.

1. Give in full the Indicative of some regular verb of the 1st conjugation.

2. Give all forms of 1st and 3rd Pers. pronouns, distinguishing them as to use.

3. State and illustrate the two modes of comparison of adjectives.

4. Translate into English:

Un petit garcon plein d'agilite s'en allait sautillant au milieu d'un Jardin et folatrait a travers les fleurs et les herbes. Une guepe doree se balançait sur ses ailes et voltigeait autour de lui. La beaute de sa couleur l'or qui brille sur ce frauduleux insecte donnent tout a coup a l'aveide enfant le desir de s'en rendre maitre. Aussitot courbant la main, il le tourne rapidement derriere l'animal bourdonnant, mais le cour tombe a faux et la guepe vole loin de la. Il la suit avec vitesse, mais elle agile et vive fait mille tours dans l'air, jusqu' a ce que fatiguee, elle se repose au sein delicat d'une rose vermeille. L'enfant ne la perd pas de vue, Il marche tout doucement et sans bruit sur la pointe des pieds, et lorsqu'il est tout

pres d'elle il avance rapidement la main et serre a la fois et la rose et la guepe. Celle-ci irritee sort aussitot le dard aigu qu'elle tenait cache et perce d'une blessure cuisante la tendre main du jeune imprudent qui hors de lui pousse des cris au ciel en appelant du secours et tombe a terre presque evanoui.

5. Translate into French:

In the terrible European war the hearts of English, Italians, French and Americans have been united as one people. The soldiers of all fought courageously to gain the victory and now they rejoice together in the news of peace. The President of this country has arrived in Paris and is visiting London. He is received and honored as the greatest friend of liberty and democracy.

SAMPLE QUESTIONS USED BY STATE *SUPERINTENDENT, 1917.

SPANISH.

(Printed without accent)

1. Distinguish between *alguien* and *alguno*; between *quien* and *cual*. 10 credits.
2. Write sentences illustrating two uses of *para*; three uses of *por*. 10 credits.
3. Distinguish between the uses in Spanish of the *preterite*, *imperfect*, and *perfect* tenses. 10 credits.
4. (a) Explain why *ser* and *estar* can not be used interchangeably. (b) Illustrate with sentences. 5 credits each.
5. Conjugate in full, giving the English meaning, the verb *tener*. 15 credits.
6. Translate into Spanish:
 - (a) Are you a butcher? No, Sir, I am a baker.
 - (b) What days do you receive letters from France?
I receive them on Tuesdays and Saturdays.
 - (c) He has just opened the window.

(d) I do not like to see it rain ;but I do like to see it snow.

(e) Whose book is this which I have here? That one which you have there is the professor's.

3 credits each.

7. Translate into English—

Tambien me han dicho que hay en Espana varias clases de sociedad; ¿ no es asi? Si, Senor; pero eso sucede en todas las naciones del mundo,—

No en los Estados Unidos. V. ve que aqui no se dan titulos de nobleza, no hay diferencia en el traje, y decimos Mr. Johnson, hablando del presidente, y Mr. Johnson, hablando de un carnicero, y el mismo Presidente Johnson era antes sastre, de modo que la igualdad existe en las personas como en las cosas.— No olvide V., sin embargo, que Dios no ha hecho dos cosas iguales en el mundo, y que los hombres son quiza mas desiguales entre si que las mismas cosas.

Concedido, y no hay cosa que mas ridicula me parezca que las lavenderas vestidas de senoras, y los *rowdies* del Bowery afectando ser caballeros.

20 credits.

8. Translate into English:—

Cuentan de un sabio, que un dia

Tan pobre y misero estaba,

Que solo se sustentaba

De unas yerbas que cogia.

¿ Habra otro (entre si decia)

Mas pobre y triste que yo?

y cuando el rostro volvio,

Hallo la respuesta, viendo

Que iba otro sabio cogiendo

Las hojas que el arrojó.—Calderon:—

La Vida es Sueno. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

SPANISH.

1. Illustrate in sentences why *ser* and *estar* cannot be used interchangeably.

2. Using complete sentences, show two uses of *para*, and three uses of *por*.

3. Translate into Spanish:

The study of Spanish in our public schools is going to be very necessary because of our commercial relations with the countries of Latin America.

4. Translate into English:

En una alforja al hombro

Lleva los vicios;

Los ajenos delante,

Detras los mismos.

Esto hacen todos:

Asi ven los ajenos

Y no los propios.

5. Translate into English:

Cuentan de un sabio, que un dia

Tan pobre y misero estaba,

Que solo se sustentaba

De unas yerbas que cogia.

Habra otro (entre si decia)

Mas pobre y triste que yo?

Y cuando el rostro volvio,

Hallo la respuesta, viendo

Que iba otro sabio cogiendo

Las hojas que el arroja.—Calderon.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

HISTORY OF EDUCATION.

(From Seeley's History of Education.)

1. Give reasons why the teacher should be familiar with the history of education. 10 credits.
2. (a) Point out defects in the old Chinese educational system.
- (b) Contrast as teachers Christ and Confucius. 5 credits each.
3. (a) State the good and bad features of East Indian education.
- (b) The valuable lessons furnished by the educational system of the Jews. 5 credits each.
4. Contrast Athenian and Spartan education, and name some of the leading educators of each. 10 credits.
5. Give the advantages of the old Roman system of education, and the names of some of the most noted educators. 10 credits.
6. Enumerate some of the most important lessons or principles of education introduced by Christianity. 10 credits.
7. (a) Distinguish between the education of men and women under the *Feudal System*.
- (b) Tell how the *monasteries* influenced education. 5 credits each.
8. (a) Define the *Renaissance*, and tell its influence upon education.
- (b) Tell what is meant by the *Reformation* and discuss its influence upon education. 5 credits each.
9. (a) Discuss the advantages and disadvantages of Jesuit education.
- (b) Explain the origin and meaning of *realism* in education. 5 credits each.

10. (a) Tell of Rousseau's educational work and influence.

(b) Compare and contrast *Pestalozzi*, *Herbart*, and *Froebel*. 5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

HISTORY OF EDUCATION.

1. Discuss: the purpose of the history of education, modern systems of education.

2. Name three Athenian educators and give a brief sketch of the life and work of each.

3. Discuss Horace Mann: his life, work as a statesman, as an educator, his Seventh Annual Report, love for the common schools.

4. Compare the school system of England to the school system of the United States.

5. Give a brief survey of American Educational History.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

DOMESTIC ART.

1. Distinguish between the terms, *home economics*, *domestic science*, and *domestic art*; and name all the domestic affairs embraced in *Domestic Art*.

10 credits.

2. Make a list of the necessary equipment for a high school department of domestic art.

10 credits.

3. (a) Name five fundamental stitches used in hand-sewing.

(b) Name and describe two kinds of *basting*, and tell where each is used.

5 credits each.

4. (a) Outline a course of study for an eighth grade class using sewing machines.

(b) Name kinds of sewing that must be done with hand. 5 credits each.

5. (a) Give directions for threading a needle with different kinds of thread.

(b) Explain a method of inserting *entre deux* in a seam. 5 credits each.

6. (a) Explain what is meant by a *pure textile law*.

(b) Define each, *warp*, *woof*, *selvedge*. 5 credits each.

7. Give a means for testing *cotton*, *woolen*, *linen* and *silk fabrics*. 10 credits.

8. Tell how to instruct pupils in the *hygiene of clothing*, emphasizing *absorption*, *restriction of the body*, *changes in textiles*, *cleanliness*. 10 credits.

9. Outline the directions to be given a class for cutting and making a plain skirt. 10 credits.

10. Give directions for darning each, a *woolen garment*, a *bias tear*, a *three cornered tear*. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

DOMESTIC ART.

1. Trace briefly wool from its preparation to the finished product.

2. Describe in detail the process of cutting and making a three-piece plain skirt.

3. Give five reasons why women should make a study of textiles. In what grade should machine work begin? Explain how you would begin it.

4. Name the fundamental stitches and by aid of a diagram show how each is made.

5. Make a general and one daily lesson plan.

Problem—Plain shirt waist.

Grade—Eighth.

Time—One hour per week.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

DOMESTIC SCIENCE.

1. State clearly which of the household sciences are embraced in Domestic Science. 10 credits.

2. (a) Name all the elementary food principles, coupling each with some common food in which it abounds.

(b) Show by percentages the relative food value of each food named. 5 credits each.

3. Name classes of food which tend to build the tissues of each: *bone, muscle, flesh, the brain.* 10 credits.

4. (a) Tell why cooking food is necessary.

(b) Give directions for cooking *tender meat, tough meat, ordinary vegetables.* 5 credits each.

5. (a) As a rule which is most healthful, *fried, stewed, broiled, or baked* meats? Give reasons for your answer.

(b) Name five or more *meat substitutes.*

5 credits each.

6. (a) Would a continuous vegetable diet be best for man?

(b) If not, give reasons why not. 5 credits each.

7. (a) Discuss the losses resulting from cooking vegetables.

(b) Explain how the losses may be greatly overcome. 5 credits each.

8. Make a model daily *dietary* for each: (a) child six years old; (b) a laboring man 60 years old.

5 credits each.

9. (a) Explain the chemical and physical effects of heat upon *fats, protein, and carbohydrates*, and name foods rich in each.

- (b) Which is most healthful, well-cooked or partly cooked meats? 5 credits each.

10. (a) Make a list of the Domestic Science equipment, not to cost over \$100, necessary for a high school.

- (b) Tell what to use, and give a recipe for making a good *Southern biscuit*. 5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

DOMESTIC SCIENCE.

1. Into what groups may the various foods be placed according to their chief chemical characteristics? Give five foods in each group. Of what use is each group to the human body?

2. Give in detail the method and proportions used in making "light bread." Explain as much as you can of the chemistry of the process.

3. What principles are involved in the canning of fruit? What methods do you know? Give one in detail.

4. Name five cuts of beef, giving their location in the animal and the use for which they are best adapted in cookery.

5. Give methods and lesson plan for teaching High School girls a first lesson in Nutrition. One hour.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

MANUAL TRAINING.

1. Name the order in which you would take them up and tell how you would teach the *care* and *use* of the following tools: *chisel, plane, marking-gauge, square, saw*. 10 credits

2. (a) Name the tools and other equipment necessary to give a beginning course in bench-work.

(b) Make an estimate of the cost of such equipment for a class of ten pupils. 5 credits each.

3. Give reasons why a pupil in *Manual Training* should have a knowledge of *Mechanical Drawing*.

10 credits.

4. (a) Outline a course of study for the eighth grade in beginning *bench-work*.

(b) Outline a similar course in *Mechanical Drawing* to accompany the above. 5 credits each.

5. (a) Distinguish between the terms *Manual Training*, *Mechanical Drawing* and *Bench Work*, showing clearly their relations and which really embraces the other.

(b) Should or should not examinations on the three be combined in one test? 5 credits each.

6. Make a working drawing for a stool, or some similar project, suitable for high school work. 10 credits.

7. (a) State to what extent individual and class instruction should be employed in *Manual Training*.

(b) Give your reasons. 5 credits each.

8. Name the subjects you would include in a *Manual Training* course in the average Florida high school.

10 credits.

9. (a) At what point in the course in wood-working should pupils be allowed to select and design their projects?

(b) In making their selections, tell what assistance and suggestions are advisable. 5 credits each.

10. (a) State the reasons why you would or would not saw out a line on a board.

(b) Describe two methods of sawing logs into boards, giving of each its advantages and disadvantages.

5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

MANUAL TRAINING.

1. What is the object in teaching Manual Training in the public schools?
2. State the difference between: bitts and drills, chisel and screw-driver, jack-plane and smoothing-plane, wood chisel and cold chisel.
3. Should a Manual Training project be worked out from drawings, or should drawing be made from a complete project?
4. Draw an octagon within a square. Sketch four joints that are used in wood work.
5. Arrange a plan of work and study for the seventh, eighth, and ninth grades in Manual Training.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

BOOKKEEPING.

In the following transactions use the Day-Book-Journal form for original entries, unless you prefer to use separate books. Post to Ledger, make Trial Balance, and close the accounts.

Use red ink where it is needed.

Purchases and Sales are to be made according to the Price List below.

Interest and discount are computed at 6 per cent. on 360-day basis.

Price List.

Buying.		Selling.
\$2.00 per bu.	Beans	\$2.10
.75 per bu.	Barley	.85
.50 per bu.	Corn	.60

4.00 per bu.	Clover Seed	4.50
1.50 per bu.	Flax	2.00
1.00 per bu.	Millett	1.25
.35 per bu.	Oats	.40
2.10 per bu.	Peas	2.35
.60 per bu.	Rye	.75
1.05 per bu.	Wheat	1.15

1916.

- April 1 John Doe commenced business with capital of \$5,000 on deposit in First National Bank.
- April 2 Bo't. of C. W. Bond for cash, 100 bu. wheat, 50 bu. beans.
- April 3 Sold Clarkson & Co. for cash 50 bu. wheat, 20 bu. beans.
- April 4 Bo't. of B. D. Lord on account, 100 bu. millet, 100 bu. corn, 100 bu. flax, 200 bu. oats.
- April 5 Sold Ogden & Boyce on acct. 50 bu. millet, 20 bu. beans, 50 bu. flax.
- April 6 Bo't. office books, etc., for cash \$35.00.
- April 8 Bo't. of Smith and Pond, on my note at 15 days, payable at First National Bank, 50 bu. clover seed.
- April 9 Paid B .D. Lord, on account by check on First National Bank, \$100.
- April 10 Sold for cash 10 bu. clover seed, 50 bu. oats.
- April 11 Paid cash for 2 tons coal \$9.50.
- April 12 Sold Nathan McDonald on his note at 15 days, 20 bu. clover seed, 50 bu. oats, 25 bu. millet.
- April 15 Bought of Brewster & Co. on account, 200 bu. rye, 100 bu. barley, 100 bu. peas, 200 bu. wheat.
- April 16 Received of Ogden & Boyce \$100.
- April 16 Pd. by check for Safe, Briggs & Sons, \$300.
- April 18 Bt. of W. E. Ross on my note at 30 days with interest, payable at Bank, 100 bu. beans, 200 bu. corn, 100 bu. clover seed.
- April 19 Paid B .D. Lord on acct. by check on bank. \$150.

- April 20 Sold McMaster & Co. on note at 20 days, with interest, payable at First National Bank, 50 bu. peas, 50 bu. clover seed, 100 bu. rye.
- April 22 Received cash of Ogden & Boyce on acct., \$50.
- April 23 Sold B. D. Collins, on acct., 50 bu. barley, 20 bu. flax, 25 bu. millet seed, 100 bu. wheat.
- April 25 John Doe, (proprietor), drew cash from business for self \$100.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

BOOKKEEPING.

1. Explain the advantages of double entry over single entry. What are the essential books, and what are the principal auxiliary books?

2. What are the proceeds of a \$599.95 note (no grace) for thirty days, discounted at a bank at 8%?

3. Work out on paper properly ruled, using a ruler and red ink when necessary, the following transactions:

Student invests \$1,000 in the grain business. Buy of H. B. Moulton for cash 500 bushels of wheat at 60c. Sell R. E. Lane for cash 100 bushels of wheat at 71c. Sell S. F. Waite on account 100 bushels of wheat at 72c. Buy of Davis and Co., on account, 500 bushels of corn at 40c. Sell G. W. Balch for cash 100 bushels of wheat at 72c. and 100 bushels of corn at 48c. Buy of W. J. Howard on your note for 30 days at 6%, 500 bushels of barley at 53c. Receive from F. L. Waite his note at 10 days with interest at 8% to balance his account. Give Davis & Co. your note at 10 days with interest at 8% to balance account. Sell R. E. Lane 100 bushels of wheat at 71c, 100 bushels of corn at 47c and 100 bushels of barley at 62c; and receive in payment a note at 10 days with interest at 6% for one-half of bill and cash for the balance.

Enter the above transactions in day-book and journal

separately. Post to ledger. Make trial balance. Find inventory by finding bushels unsold and estimate value at purchase prices. Close the accounts and show gains or losses.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

ART DRAWING.

1. State the main advantages to be gained by the study of Art in the public schools. 10 credits.
2. Tell what is meant by the terms (a) *representation*, (b) *design*, (c) *working drawings*, (d) *perspective*.
2½ credits each.
3. (a) State the difference between *constructive* and *decorative* design. (b) Name three principles to be observed in each. 5 credits each.
4. (a) Explain three kinds of *perspective*.
(b) Why is perspective necessary in drawing?
5 credits each.
5. Tell the kind of work in drawing that would be useful to pupils: (a) in home life; (b) in commercial life; (c) industrial life; (d) in educational life.
2½ credits each.
6. (a) State why *lettering* would be useful as a subject.
(b) explain how you would teach it.
5 credits each.
7. Name two great types of architecture, and explain their chief characteristics. 10 credits.
8. (a) Name three artists of the *Renaissance* and the type of the work of each.
(b) Name and ascribe to the artist three great pieces of classical sculpture. 5 credits each.
9. Draw the corner of the interior of a room showing a picture. 10 credits.

10. (a) Draw a cube straight in front of and below the eye; (b) turned at 60 degrees from the spectator; (c) at 45 degrees; (d) a cylinder on end and slightly below eye level. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

DRAWING—SPECIAL.

1. What are primary, secondary and tertiary colors? Name them. Tell how each of the secondary and tertiary colors is made.

2. Name the three qualities a design should possess. Design a cover for a school booklet. Using conventional plant forms as motif, make a design for a border 2 in. wide. Finish in *two* tones.

3. Illustrate how you teach the two simple elements of perspective. Draw a cabin by the road-side, with trees in the distance, showing perspective.

4. Illustrate mass drawing. Develop the steps for presenting a lesson in plant life to an eighth grade.

5. Draw a composition with one or more figures in it, such as a child rolling a hoop or looking in at a shop window, or any picture which may be suggested to the mind

Special attention should be given to the composition and space filling. Draw in pencil within an inclosed rectangle. Render in three tones.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

MUSIC.

1. Write the melody of the national hymn America in A-flat in both the *treble* and the *bass clef*. 10 credits.

2. Define and illustrate from the above: (a) *treble clef*; (b) *bass clef*; (c) *measure*; (d) *time signature*; (e) *key signature*. 2 credits each.

3. Tell how you would explain the following to a class:

(a) The formation of the *major diatonic scale*.

(b) The reason for writing the *major scale* of A with three sharps.

(c) The fact that the *treble clef* is always placed on the second line of the staff, and the *bass clef* always on the fourth line. 3 1/3 credits each.

4. (a) Explain the method of measuring *intervals* from any given tonic or basal note.

(b) Illustrate this by writing on D-flat as a basal note, *major third*; *perfect fourth*; *diminished seventh*; *augmented third*; *minor sixth*. 5 credits each.

5. Show the relation of the harmonic and melodic minor scales: (a) to their relative *major scales*; (b) to their *tonic major scales*. 5 credits each.

6. Write the major scales ascending and descending, of A, B, D-flat, E, G-flat, using in each case the appropriate signature. 10 credits.

7. (a) Write the relative *melodic minor*, ascending and descending and with appropriate signature, of the first two named in Question 6 above; (b) the relative *harmonic minor*, in similar manner, of the last two.

5 credits each.

8. Use illustrations and distinguish clearly between *dual time*, *triple time*, *simple time*, *compound time*.

10 credits.

9. (a) Explain what is meant in music by the terms "dynamics" and "tempo."

(b) Name five terms and their respective abbreviations used in music to indicate each; *dynamics*, *tempo*.

5 credits each.

10. (a) What should have been accomplished by music pupils before reaching the high school; and, on such ac-

complishment as a foundation, what should the high school music comprise?

(b) Tell how you would meet the following difficulties:

(1) A deficient sense of rhythm in individual pupils.

(2) Forcing of tones by girls with naturally low voices.

(3) "Breaking" of the voice in adolescent boys.
5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

MUSIC—SPECIAL.

1. Define and illustrate: bar, measure, time, signature, interval, simple time, compound time.

2. Practically considered vocal music is divided into *four* parts. Name them and explain each, also draw a musical staff showing each part.

3. Explain the meaning of *steps* and *half steps* as applied to music, and state where *half steps* are found.

Name three recognized causes of "monotones." State the appropriate remedy or treatment.

4. How many major scales are there? Name them. How is the relative minor of any major scale found? Give formula or construction of major scales. What is the difference between melodic and harmonic scales?

5. Write an original melody eight measures long in $\frac{3}{4}$ or $\frac{4}{4}$ time, introducing sharp 4, quarter, half and eighth notes, or write the melody of our national hymn.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

AMERICAN LITERATURE.

(Halleck)

1. What is the general character of the early New England literature.
10 credits.

2. Name three authors or orators of the Revolutionary Period, and briefly describe their works. 10 credits.
3. (a) Give brief sketch of Benjamin Franklin. (b) Name some of his literary works. 5 credits each.
4. (a) Who was the first American novelist of note? (b) Name three of his romances. 5 credits each.
5. Write a short biographical sketch of Washington Irving, and name several of his best works. 10 credits.
6. Give an outline of one of Irving's books. 10 credits.
7. What are the general characteristics of Cooper's tales? 10 credits.
8. (a) In what kind of writing does Poe stand pre-eminent? (b) Name three of his stories and three of his poems. 5 credits each.
9. Name several other Southern writers since Poe. 10 credits.
10. Give a short sketch of Sidney Lanier, and name some of his writings. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ENGLISH AND AMERICAN LITERATURE.

1. Tell what each of the following, in the Puritan Age, 1603-1660, wrote and give briefly the character of one production of each: Sir Walter Raleigh, King James, Izaak Walton, Jeremy Taylor, John Bunyan, John Milton.
2. Discuss the works of Ruskin and Thackeray. Name *three* writings of each. Name three writers of the twentieth century and two works of each.
3. Discuss the life, works and character of your favorite writer in the Knickerbocker or New York Group. Name his books you have read and discuss *one* of them.
4. Name the New England writers of the Concord

Group. Discuss the life, works and character of your favorite of this group. Give the title of *five* of his writings.

5. Name *five* Southern writers of poetry and *five* of prose fiction. Discuss the writings of your favorite in each class.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PENMANSHIP.

1. What lessons in sense training can be given with a view to their direct bearing on penmanship? Should pupils in the primary grade write a large or a small hand? What care must the teacher exercise in placing written work upon the blackboard?

2. In the regular lessons in penmanship, which is the more valuable, the drill exercise or writing from copy? Why is penmanship neglected in the rural schools? How can you prevent pupils who do good work in penmanship from doing poor work in other written exercises?

3. Give an outline of the preparation which you make for your penmanship lessons. Discuss what penmanship includes.

4. Illustrate three exercises that you would give to the grades each from third to eighth inclusive.

5. Discuss the three great essentials in teaching penmanship.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

STENOGRAPHY AND TYPEWRITING.

1. Define the following words and terms, and illustrate the use of each in sentences: remittance, inventory,

resources, hypothecate, bill of lading, clearing house, solvent, exchange.

2. Write in shorthand from dictation an article of not less than one hundred and fifty words, to be graded on speed and accuracy.

3. State two rules governing the choice of alternative forms. Tell how to develop in the student the power of selecting proper forms of outline.

4. State the functions of the mechanical features of a typewriter with which a student should become familiar in the first lesson.

5. Discuss briefly a good method of starting a class in typewriting, giving the necessary steps in the introduction relating to the manipulation of the keyboard.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PHYSICAL TRAINING.

1. Discuss the relation of physical to mental training.

2. Make an outline of gymnastics work for the ninth grade for one year, giving three periods of thirty minutes each, per week.

3. Give directions for proper breathing exercises.

4. Can all the physical training necessary for school children be secured in games and plays? Discuss.

5. Give several reasons why Physical Training should be taught in the schools.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

EXPRESSION.

1. Describe and defend your method of training pupils out of the habit of inexpressive reading.

2. Explain and illustrate the meaning and use of the

following: change of pitch, change of tempo, personation, coldness, change of tone.

3. Give the correct standing position of a person while reading. Give directions for exercise to develop the muscles of the throat.

4. Distinguish between articulation and pronunciation.

What methods do you use to secure good articulation?

5. Name three selections suitable for a Boy's Declamation Contest.

Quote a verse of poetry or a paragraph from some selection and underline the words to be emphasized. Give reasons for each emphasis.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

POLITICAL ECONOMY.

1. What is value? How is the value of an article determined?

Why does gold and silver serve the purpose of money best?

2. Discuss paper money as to: how the output is governed, why it is valuable, when it may become valueless, etc.

3. Discuss wages and prices. Explain how the one effects the other.

4. Discuss socialism. Give some theories of distribution.

5. Discuss briefly some of the economic conditions that our country must face on account of the recent war.

STATE CERTIFICATES.

An applicant presenting satisfactory evidence of having taught successfully twenty-four months in all, and

passing a satisfactory oral and written examination on geometry, trigonometry, physics, botany, zoology, Latin, rhetoric, English literature, psychology and general history, and making an average grade of 85 per cent., with a grade on no subject below 60 per cent., shall receive a state certificate valid for five years from date of issue.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

GEOMETRY.

(From Milne.)

1. *Theorem.* The perpendiculars from the vertices of a triangle to the opposite sides pass through the same point. 20 credits.

2. *Prove.* The straight line drawn from any vertex of a triangle to the middle point of the opposite side is less than half the sum of the other two sides. 10 credits.

3. *Theorem.* The rectangle formed by any two sides of a triangle is equivalent to the rectangle formed by the altitude upon the third side and the diameter of the circumscribing circle. 20 credits.

4. *Problem.* Find the area of a triangle, if the radius of the circumscribing circle is 6 inches and the sides of the triangle are respectively 6, 9 and 12 inches in length. 10 credits.

5. *Theorem.* A circle is equivalent to one half the rectangle formed by its circumference and radius. 20 credits.

6. *Theorem.* The volume of a sphere is equal to the product of its surface by one third of its radius. 20 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

GEOMETRY.

I. If a straight line drawn parallel to the base of a

triangle bisects one of its sides, it bisects the other side, and is equal to one half of the base.

2. An angle formed by a tangent and a chord is measured by one half the intercepted arc.

3. If from a point without a circle a secant and a tangent are drawn, the tangent is a mean proportional between the whole secant and the external segment.

4. What is the length of a chord joining the points of contact of the tangents drawn from a point 13 inches from the center of a circle whose radius is 5 inches?

5. The surface of a sphere is equivalent to the product of its diameter and the circumference of a great circle.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

TRIGONOMETRY.

(From Wentworth's Plane.)

1. Give the eight ratios of *Trigonometric Functions* of the angle A. 10 credits.

2. Give the *functions* of 30° and 60° . 10 credits.

3. (I.) Find b if $\cot A = 4$, and $a = 17$.

$$(II.) \text{ Prove } \frac{\cos A}{1 - \sin A} = \frac{1 + \sin A}{\cos A}$$

(III.) Prove that $\tan A + \cot A = \sec A \times \csc A$.

(IV.) Solve $\tan x + 2 \cot x = \frac{5}{2} \csc x$.

5 credits each.

4. A fort stands on a horizontal plain. The angle of elevation at a certain point on the plain is 30° , and at a point 100 feet nearer the fort it is 45° . How high is the fort? 20 credits.

5. A ship sailing north sees two lighthouses 8 miles apart, in a line due west; after an hour's sailing, one lighthouse bears S. W., and the other S. S. W. Find the ship's rate. 20 credits.

6. The diagonals of a quadrilateral are 75 and 49, intersecting at an angle of 42° . Find the area.

20 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

TRIGONOMETRY.

1. Represent the functions of an acute angle by lines, using a unit circle.

2. A man 6 feet tall stands 4 feet 9 inches from a street lamp. If the length of his shadow is 19 feet, how high is the light above the street?

$$3. \text{ Prove that } \tan 18^\circ = \frac{\sin 33^\circ + \sin 3^\circ}{\cos 33^\circ + \cos 3^\circ}$$

Given $\tan \frac{1}{2}x = 1$, find $\cos x$.

4. From the top of a house 42 feet high the angle of elevation of the top of a pole is $14^\circ 13'$; at the bottom of the house it is $23^\circ 19'$. Find the height of the pole.

5. A sector of a circle of radius 8 inches has an angle of 62.5° . A chord joining the extremities of the radii forming the sector cuts off a segment. What is the area of this segment?

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

PHYSICS.

(From Carhart and Chute.)

1. (a) State *Pascal's Principle*. (b) An hydraulic lift carries an unbalanced weight of 3000 lb. If the piston supporting the lift is 8 in. in diameter, what pressure of water per square inch will be necessary?

5 credits each.

2. (a) Give *Newton's universal law of gravitation*.
 (b) If the acceleration of gravity is 32.2 ft. per second on the earth's surface, what is it at a distance equal to that of the moon, if the earth's radius is 4000 mi. and the distance of the moon 240,000 mi.?

5 credits each.

3. (a) Define a machine.
 (b) Give the general law of machines.
 (c) Define efficiency of a machine and give formula.
 (d) Explain mechanical advantage.

2½ credits each.

4. (a) Give *Laws of Strings*.
 (b) What is the frequency of an 8-foot stopped pipe when the velocity of sound is 1120 ft. per second?

5 credits each.

5. (a) Explain *refraction* and give *laws of refraction*.
 (b) When an object is at a finite distance from a converging lens, and farther than twice the focal length, locate the image and tell whether it is real or virtual.

5 credits each.

6. (a) Define *co-efficient of linear expansion*, and derive the formula.

10 credits.

7. Define: *electrostatic unit of quantity; unit potential difference; ohm; volt; ampere*.

2 credits each.

8. (a) Distinguish between *parallel* arrangement and *series* for connecting cells.

- (b) A current of 10 amperes passes through a resistance of 1 ohm for half an hour. How many calories of heat are generated?

5 credits each.

9. Give the *laws of electromagnetic induction*.

10 credits.

10. (a) Distinguish between *dynamo* and an *electric motor*.

- (b) Explain the necessity of *transformers* in a long-distance circuit.

5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PHYSICS.

1. Define: Physics, matter, energy. Describe fully the three states or conditions in which matter may exist.
2. Discuss molecular force as applied to surface tension of liquids.
3. Explain fully the application of the pendulum in a common clock. Define a seconds pendulum. Give the length of a pendulum that vibrates in seconds at the latitude of New York.
4. Discuss at length kinetic and potential energy.
5. Discuss the vibratory theory of sound. Explain the propagation of light according to the theory of ether waves.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

BOTANY.

(Bergen's Elements.)

1. Define. (a) *plant*; (b) *morphology*; (c) *plant physiology*; (d) *plant ecology*; (e) *economic botany*.
2 credits each.
2. Name three important substances occurring in seeds and tell how each may be detected. 10 credits.
3. Give the history of a seed from planting until it becomes an independent plant. 10 credits.
4. Discuss roots as to (a) *origin*; (b) *form*; (c) *general structure*; (d) *storage of food*; (e) *absorption of water*.
2 credits each.
5. Name the various ways by which a stem raises its leaves to the light and air, and discuss each.
10 credits.
6. Distinguish between a dicotyledonous and a mono-

cotyledonous stem, and illustrate each with a drawing of a cross-section. 10 credits.

7. Name and explain in full four *details of the work of the leaf*. 10 credits.

8. Define each of the following terms: *unisexual, dioecious, anther, stigma, placenta, follicle, legume, berry, accessory fruit, aggregate fruit*. 1 credit each.

9. (a) Distinguish between *pollination* and *fertilization*. (b) Distinguish between *cross-pollination* and *self-pollination*, and explain the various means by which both are secured. 5 credits each.

10. Give complete botanical classification of the following: mustard, black oak, poppy, okra, rose. 2 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

BOTANY.

1. Define the following parts of a flower: calyx, corolla, pistil, stamen, pollen.

2. Explain: pollination, self-pollination, cross-pollination, artificial cross-pollination.

3. Define each of the following: annuals, biennials, perennials. Name a plant of each group.

4. Describe the grasses. Name the food plants that belong to the grasses. Give a full description of sugarcane.

5. Describe the following shapes of leaves: palmate, serrate, cordate, reniform, peltate, pinnate, dentate, sagittate, lobate.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

ZOOLOGY.

1. State the questions that must be answered in order to understand the *life of an animal*. 10 credits.

2. (a) Give the *life history* of a grasshopper.
 (b) Describe the respiratory, circulatory, and digestive systems of the grasshopper. 5 credits each.
3. Name and describe a common animal belonging to each of the following orders: *lepidoptera*, *diptera*, *coleoptera*, *hymenoptera*, *hemiptera*. 2 credits each.
4. Discuss the crayfish as to its (a) locomotion; (b) mode of eating; (c) respiration; (d) nervous system; (e) reproduction. 2 credits each.
5. Name the *branch*, *class*, and *order* of each of the following: dragon fly, spider, squid, salmon, quail. 2 credits each.
6. Give the life history of the frog from the egg to the adult stage. 10 credits.
7. Give three *orders* of *reptilia* and seven of *aves* with an example of each. 1 credit each.
8. State ten general characteristics of *mammals*. 10 credits.
9. State and explain ten characteristics of *amoeba*. 10 credits.
10. Give complete zoological classification of the following: sponge, jellyfish, tapeworm, starfish, earthworm, bee, oyster, toad, alligator, man. 1 credit each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ZOOLOGY.

1. Distinguish fully between bugs and spiders. Is the spider an insect?
2. Describe: beetle, butterfly, grub, cocoon, larva, chrysalis, pupa, ova. Is the grub a worm?
3. Give the general characteristics of the order Ungulata. Name and describe three ungulates that are most useful to man.

4. Give the general characteristics of the order Carnivora. Name two common domestic animals that belong to this order.

5. Name and describe the two animals that most nearly resemble man.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

LATIN.

1. Translate into English, neither too literal not too liberal, changing *indirect* to *direct* discourse:

His Cæsar ita respondit: Eo sibi minus dubitationis dari, quod eas hes, quas legati Helvetii commemorassent, memoria teneret, atque eo gravius ferre, quo minus merito populi Romani accidissent; qui si alicuius iniuriæ sibi conscius fuisset, non fuisse difficile *cavere*; sed eo deceptum, quod neque commissum a se intellegeret, quare timeret, neque sine causa timendum putaret. Quod si veteris contumeliæ oblivisci vellet, num etiam recentium iniuriarum, quod eo invito iter per provinciam per vim temptassent, quod Haeduos, quod Ambarros, quod Allobrogas vexassent, memoriam deponere posse?

Cæsar, Lib. I, Chap. XIV.

20 credits.

2. Decline in full (three genders when possible): *eas, res, alicuius, difficile, veteris*.

5 credits.

3. Write the *principal parts* of the first ten verbs, omitting duplicates.

5 credits.

4. Give the case and construction of each: *his, eo* in each of four places, *quo, dubitationis, merito, populi, iniuriæ, sibi, contumeliæ, iniuriarum*.

10 credits.

5. Explain the use of *moods*, the sequence of *tenses*, and *pronouns* in *indirect discourse*.

5 credits.

6. Account specifically for the use of the first five infinitive moods in the extract; the last five subjunctive moods.

10 credits.

7. Write complete synopsis of the verb *ferre* with *tu* in all tenses of the finite moods in both the *active* and *passive* voices; giving all parts, active and passive, of the infinite, participles, and other forms with *tu* omitted.

10 credits.

8. Make an interliner translation, that is, the *Latin* in line above arranged in English order and the English in line below in regular order, of the following:

Ut tandem ante oculos evasit et ora parentum, con-
cidit, ac multo vitam cum sanguine fudit. *Hic Priamus*,
quamquam in media iam morte tenetur, non tamen
abstinuit, nec voci iraeque pepercit: 'At tibi pro scelere,'
exclamat, 'pro talibus ausis, di, si qua est caelo pietas,
quae talia curet, persolvant grates dignas et praemia
reddant debita, qui nati coram me cernere letum fecisti
et patrios foedasti funere voltus. At non ille, satum
quo te mentiris, Achilles talis in hoste fuit Priamo; sed
iura fidemque supplicis erubuit, corpusque exsangue
sepulchro reddidit Hectoreum, meque in mea regna
remisit.'

Sic fatus senior, telumque imbelles sine ictu coniecit,
rauco quod protinus aere repulsom e summo clipei
nequiquam umbone pendit. Cui Pyrrhus: 'Referes
ergo haec et nuntius ibis Pelidae genitori; illi mea tristia
facta degeneremque Neoptolemum narrare memento.
Nunc momrere.' *Aeneid*, Lib. II, ll. 531-550.

25 credits.

9. Write in Latin:

There are (some) teachers (praeceptor) who pass over
(omitto) the *Oration for Archias* on account of its diffi-
culties. Difficult it is, to be sure (sane); but why should
we be deterred by a few (pauci) difficulties (difficultas)
from reading (ne lego and subjunctive) the noble produc-
tion (opus) of a distinguished orator! There is no
speech of Cicero extant (exsto) which abounds (abundo)
more (than this) in lofty thoughts (sententia).

10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

LATIN.

1. Translate into English:

Cæsar *primo* et propter multitudinem hostium et propter eximiam opinionem virtute proelio supersedere statuit; cotidie tamen equestribus proeliis quid hostis virtute posset et quid nostri auderent, *periclitabatur*. Ubi nostros non esse inferiores intellexit, loco pro castris ad aciem instruendam natura opportuno atque idoneo, quod is collis ubi castra posita erant paululum ex planitie editus tantum adversus in latitudinem patebat quantum loci acies instructa occupare poterat, atque ex utraque parte lateris deiectus habebat et in fronte leniter fastigatus paulatin ad planitiem redibat, ab utroque latere eius collis transversam fossam obduxit circiter passuum CD et ad extremas fossas castella constituit ibique tormenta *collocavit*, ne, cum aciem instruxisset, hostes, quod tantum multitudine poterant, ab lateribus pugnantes suos circumvenire possent.

2. Parse the *italic* words in the above.

3. Translate into English:

Tum *interventu* Pomptini atque Flacci pugna, quae erat commissa, sedatur. Literae, *quaecumque* erant in eo comitatu, integris signis praetoribus traduntur; ipsi comprehensi ad me, cum iam diludesceret, deducuntur. Atque horum omnium scelerum improbissimum machinatorum, Cimbrum Gabinium, statim ad me nihildum suspicantem vocavi; deinde item accercitus est L. Stai-tilius et post eum C. Cethegus; tardissime autem Lentulus venit, credo quod in litteris *dandis* praeter consuetudinem proxima nocte vigilaret.

4. Parse the *italic* words in the above.

5. Translate into English:

Tempus erat, quo prima quies mortalibus aegris incipit et dono divum gratissima serpit. In somnis ecce ante oculos maestissima Hector visus adesse mihi, largosque effundere fletus, raptatus bigis, ut quondam, aterque cruento pulvere perque pedis traiectus lora tumentis, ei mihi, qualis erat, quantum mutatus ab illo Hectore, qui redit exuvias indutus Achilli vel Danaum Phrygios iaculatus puppibus ignis-squalentem barbam et concretos sanguine crinis vulneraque illa gerens, quae circum plurima muros accepit patrios! ultro flens ipsi videbar compellare virum et maestas expromere voces "O lux Dardaniae, spes O fidissima Tuecrum quae tantae tenuere morae? ut te post multa tuorum funera, post varios hominumque urbisque labores defessi aspicimus! quae causa indigna serenae foedavit vultus? aut cur haec vulnera cerno?"

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

RHETORIC.

(From Canby & Opdycke.)

1. Define and discuss each of the three necessary laws to be observed in all writing. 10 credits.
2. Write one of each of the four kinds of sentences classified as to *form*, and explain *need* of each. 10 credits.
3. Discuss the development of the paragraph, treating *especially of sentence variety, unity, emphasis and coherence*. 10 credits.
4. (a) Give an illustration of a *paragraph outline*.
(b) What is the use of the *plan habit*, and of *naturalness in writing and speaking*? 5 credits each.
5. Write an *exposition* of not less than 100 words on the theme *Narration*, after preparing a careful outline. 10 credits.

6. State in its proper form, and prepare a *brief* for debate, on the subject: "The United States should get ready for possible war with Japan." 10 credits.

7. Discuss the *tests* for the *validity* of an *argument*. 10 credits.

8. Construct a *plot* and write a story of not less than 200 words connected in some way with your attendance upon the present meeting of the Florida Educational Association. 10 credits.

9. Discuss the teaching of *word study* with a view to correct spelling and word mastery as a practical problem in high school English. 10 credits.

10. Define one each of ten separate *figures of speech*, giving with each definition an example. 1 credit each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

RHETORIC.

1. State *five* ways by which *unit* of the sentence is secured; *five* by which *coherence* is secured; *five* by which *emphasis* is secured.

2. Illustrate narration in conversation. What is the most important quality in exposition? What is the value in argument of an appeal to authority?

3. Discuss the two general processes of reasoning. Explain the difference between direct and indirect evidence.

4. Write a review of a short story by your favorite author. Show why this story appeals to you.

5. Define ten different figures of speech and give an example of each.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

From Hallack's (New)

ENGLISH LITERATURE.

1. (a) Give a brief sketch of Bede, and tell of his most important contributions to the literature of his time. (b) Who was *Aelfric*? Name three of his chief works and tell of what each treats. 5 credits each.

2. (a) Tell why the period from the *Norman Conquest*, 1066, to Chaucer's death, 1400, is so important in English literature. (b) Name the author (if known), and state briefly the nature and subject matter (telling whether poetry or prose) of each of the following: *Brut*, *Ormulum*, *Ancren Riwe*, *Piers Plowman*, *Canterbury Tales*. 5 credits each.

3. (a) In the age following Chaucer, name the literary work of Sir Thomas More, and give the author of *Morte d'Arthur*; state briefly the character and subject matter of each work. (b) Discuss William Tyndale's contribution to literature. 5 credits each.

4. (a) Give causes for the remarkable development of literature in the Elizabethan Age, 1558-1603; and tell why most of the great authors were poets. (b) Write a brief sketch of the most noted non-dramatic poet of this age, and discuss briefly his masterpiece; write similarly of two of the great writers of drama of this age. 5 credits each.

5. (a) State political conditions that influenced the literature of the Puritan Age, 1603-1660. (b) Sketch briefly the life, and discuss briefly the literary contribution to his age of each of the following: *King James*, *Isaak Walton*, *Jeremy Taylor*, *John Bunyan*, *John Milton*. 5 credits each.

6. (a) After the Restoration of Charles II in 1660, during the succeeding age of 80 years, tell what influenced literature, the character of subjects chosen by writers and what was conspicuously wanting in their writings.

(b) Give the author, the hidden purpose, and the character of each of these writings: *Hudibras*, *Alexander's Feast*, *Robinson Crusoe*, *Gulliver's Travels*, *Sir Roger de Coverly Papers*, *The Rape of the Lock*.

5 credits each.

7. (a) Explain the meaning of *romanticism* and tell its influence upon the literature of the latter half of the eighteenth century. (b) Write a brief sketch of the author of "the first modern novel," and give the title and brief outline of this novel.

5 credits each.

8. (a) Discuss the great reaction in the spirit of poetry in the Age of Romanticism, 1780-1837. (b) Name not less than five of the most noted poets of this age and a popular poem of each.

5 credits each.

9. The Victorian Age, 1837-1900, having produced so many authors and so much literature, simply write the names of two each noted *historians*, *novelists*, *poets*, *scientists*, *essayists*; after each name write the title of his or her chief literary production.

10 credits.

10. (a) Name the two main lines of development in the trend of the literature of the twentieth century. (b) Write the names of five of the most noted authors of the period and, after the names, the title of his or her masterpiece.

5 credits each.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

ENGLISH LITERATURE.

1. Discuss *Beowulf* and show wherein it is typical of the Anglo-Saxon race. Give the general characteristics of Anglo-Saxon prose and poetry.

2. Give the general characteristics of the Puritan Age. Name three writers of this age and a work of each. Discuss "*Pilgrim's Progress*."

3. State, in brief, occurrences and influences which

caused the short Elizabethan Age of forty-five years' duration to rank among the greatest in English literature.

4. State briefly the object or character of each of the following productions and write a brief sketch of its author; *Hudibras*, *Robinson Crusoe*, *Gulliver's Travels*, *The Sir Roger de Coverly Papers*, *The Rape of the Lock*.

5. State the main facts in the life of Milton, name some of his works, discuss briefly the most important, and give at least *five* general characteristics of his works.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

PSYCHOLOGY.

1. (a) Define each, *consciousness* and *attention*. (b) Classify the major functions of the mind, and represent their connection by a triangular diagram.

5 credits each.

2. Name the *factors in attention*, state its most important laws, and discuss its importance.

10 credits.

3. (a) Illustrate that all *knowledge is a resultant of all the mental powers*. (b) Illustrate what is meant by *sensation by perception*.

5 credits each.

4. Tell when and how to *cultivate perception*, and show the necessity of keen perceptive faculties.

(b) Give brief outline of *Agassiz's Method*, and name the studies best adapted to the cultivation of perception.

5 credits each.

5. (a) Explain the psychological mean of *representation*, and show the relation of memory to perception, (b) Illustrate the action of the *powers involved in remembering*.

5 credits each.

6. State briefly the *primary* and *secondary laws of association*, and discuss their application in the cultivation of memory.

10 credits.

7. (a) Illustrate the meaning of a *concept*, judge-

ment, and reasoning. (b) State in order all the mental powers involved in a *thought*, and give *three primary laws of thought*. 5 credits each.

8. Discuss *thought culture*, showing the necessity for *study of relations, accuracy of concepts, power of classification, and search for analogies*. 10 credits.

9. Discuss cultivation of the emotions, showing which should be *repressed*, which *cultivated*, and the *fine art of enjoyment* as the object of life. 10 credits.

10. Show the factors involved in the *cultivation of the will*, tell how to cultivate it and the necessity for a strong will. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

PSYCHOLOGY.

1. Discuss the relation between *age* and *brain growth*. Define: psychology, *afferent* and *efferent* nerves.
2. Give a three-fold classification of the activities of the mind, and then sub-divide these three divisions. (Brace outline suggested.)
3. Define the terms *concept*, *judgment* and *reasoning*. What relation is there between Inductive and Deductive reasoning?
4. Show how the cultivation of perception affects the *imagination*. Classify the Emotions and explain how they may be rightly trained.
5. Give the successive steps in a complete act of the will.

SAMPLE QUESTIONS USED BY STATE SUPERINTENDENT, 1917.

GENERAL HISTORY.

(From Myer's Revised Edition.)

1. Tell what each of these ancient nations contributed to civilization: (a) Egypt, (b) Phoenicia.

2. Discuss the religion of the ancient Greeks: (a) The Olympian Council; (b) modes of divine communication and their ideas of the future. 5 credits each.

3. Under the general head of Roman Civilization, tell of the following: (a) architecture, (b) oratory, (c) law and literature, (d) education, (e) social position of woman. 2 credits each.

4. Narrate the career and accomplishments of Charlemagne. 10 credits.

5. Show the causes of the origin, influence, good results and causes of decay of both (a) Feudalism, (b) Chivalry. 5 credits each.

6. (a) Relate at some length the causes and influences leading to the *Revival of Learning*; (b) the evil and good results of the *Classical Revival*. 5 credits each.

7. Trace the *growth* and *decline* of Spanish power. 10 credits.

8. (a) State the causes of the *French Revolution*; (b) relate circumstances of the *Reign of Terror*, and the influence of this Revolution upon other countries. 5 credits each.

9. (a) Tell of the formation of the *German Confederation* and of the subsequent Uprisings; the causes of the *Seven Weeks' War*, the discord in the *North German Union*, relate the real cause of the *Franco-Prussian War*, and the establishment of the New German Empire. 5 credits each.

10. Discuss the various *Reform Bills* in England of the last century and subsequent policies progressing toward a democracy. 10 credits.

SAMPLE QUESTIONS USED BY STATE BOARD OF EXAMINERS, 1918.

GENERAL HISTORY.

1. Discuss the Age of Pericles under the following heads: houses, family, dress, occupation, banquets, education, political reforms.
2. Choose Hannibal or Alexander and discuss definitely his life, work and place in history.
3. Discuss fully the French Revolution, giving the causes, principal men and events, the final outcome and the effect on history.
4. Trace the rise of English Democracy from the Magna Charta in 1215 to the present time, naming the different bills passed, and telling what was secured by each bill. Compare the power of the King of England with the power of the President of the United States.
5. Tell in what war each of the following battles was fought, also name a leader on each side and tell why you consider each important: Marathon, Tours, Hastings, Crecy, Verdun.

ROSTER OF CERTIFICATE HOLDERS.

Following will be found a complete roster of the teachers holding each of the following classes of certificates: State, Graduate State, Primary, Life State, Life Primary, Life First Grade, Graduate, Sec. 17, Chap. 7372, Teachers Training, Special, and Temporary, and a list of the First Grade, Second Grade and Third Grade Certificates issued under Chapter 7372, Laws of 1917. A complete list of these three latter classes of certificates can not be given, for the reason that prior to October 1st, 1917, these certificates were issued by County Superintendents upon the result of county examination and many of these certificates are still valid.

A brief statement of the requirements, with reference to the law, is given immediately proceeding the list of each class of certificates.

STATE CERTIFICATE HOLDERS.

To obtain a State Certificate, the applicant must have passed a satisfactory examination on Geometry, Trigonometry, Physics, Latin, Botany, Zoology, Rhetoric, English Literature, Psychology and General History, making an average of 85%, with a grade on no subject below 60%, and must have taught successfully twenty-four months. The following are the holders of this certificate who are living; those being omitted whose certificates have expired, or have been extended into Life Certificates:

No.		No.	
165.	Corr, Thomas R.	207.	Patton, Miss Allie.
167.	Greene, M. W.	208.	Mays, Miss Isabel S.
171.	Highsmith, E. M.	210.	Kirton, Joseph S.
172.	Isaac, Albert L.	211.	Dowling, Samuel S.
173.	Miller, Miss Jessie P.	212.	Johnson, Sexton.
176.	Rogers, Miss Mabel.	213.	Crowe, Frank C.
177.	Marks, H. Clay.	214.	Shaver, D. B.
178.	Connor, A. B.	215.	Doke, Miss Lula A.
179.	Carnes, Charles N.	216.	Davis, U. P.
180.	Youngblood, Joseph A.	217.	Coleman, C. W.
181.	Saunders, Miss Maude.	218.	Perry, R. A.
182.	Strickland, Miss Alice	219.	Lightsey, Miss Celia.
183.	Buchholz, F. W.	220.	Smith, C. H.
194.	Beardsley, Miss Adaline A.	221.	Nixon, Charles A.
185.	Bennett, Lawrence E.	222.	Beeson, Edward L.
186.	Maynard, T. P.	223.	Durrell, Eldredge D.
187.	Osteen, John A.	224.	McDonald, Miss Clara R.
188.	Schenck, Miss B. Birdina	225.	Jordan, Miss Eulah.
189.	Chapman, J. V.	226.	Howell, Richard F.
190.	Dawson, Miss Gamma	227.	Syfrett, Jesse M.
191.	Davis, Miss Loula Farris	228.	Bradley, Miss Maybelle
192.	French, Roy L.		F.
193.	Yent, Miss Sue.	229.	McDonald, Miss Chris-
194.	Williams, George Hugh		tian D.
195.	Norton, Miss Elizabeth	230.	Bickley, Charles E.
196.	Gillespie, Horace C.	231.	Perry, Jr., D. H.
197.	Miner, Miss Bessie	232.	Smith, W. O.
198.	Riley, Asa E.	233.	McFerron, John D.
199.	Smith, Miss Elizabeth C.	234.	Durrance, F. Y.
200.	Gross, A. J.	235.	Feagle, Joseph M.
201.	Morse, Miss C. Margue	236.	Gay, Walter W.
	guerite.	237.	Fisher, Charles M.
202.	Kensinger, Charles E.	238.	McKay, Glenn E.
204.	Pope, Brown.	239.	Milton, Miss Bernice.
205.	Morrison, Charles F.	240.	Grace, George J.
206.	Groom, Stewart B.	241.	McCulley, Ernest.

No.		No.	
242.	Kirton, Mrs Laurie S.	255.	Bowden, Haygood S.
243.	Fletcher, Miss Lischer.	256.	Crumly, Chas. W.
244.	Covert, Alvin.	257.	Daniel, Miss Bertha.
245.	Hinson, M. R.	258.	Nash, Miss Mary W.
246.	Knight, Eury M.	259.	Priest, Mrs. Jessie N.
247.	Linn, John H.	260.	Caldwell, Miss Hattie.
248.	Taulbee, Miss Maggie D.	261.	Moore, D. Hudson.
249.	George, J. H.	262.	Altman, Robt. D.
250.	Wicker, Miss Jewell.	263.	Metcalf, Harry G.
251.	Golden, Lafayette.	264.	Beck, John E.
252.	Woodward, S. L.	265.	Draper, Stephen A.
253.	Hodge, Roy R.	266.	Johnson, Arthur F.
254.	McInnis, Sam W.	267.	Boyd, Miss Carrie-Bente.

NEW FORM.

1.	Carter, Mrs. Sara N.	7.	Wall, Simeon V.
2.	Semmes, Miss Catherine.	8.	Ingalls, Miss Flora A.
3.	Chambers, Harley P.	9.	Bullard, N. Hudson.
4.	McKinnon, John F.	10.	Malphurs, Jasper G.
5.	Harper, H. C.	11.	Wine, Wm. D. G.
6.	Clawson, Mrs. Everatt R.	12.	Terrell, Wm. Ross.
		13.	Enlow, Elmer R.

GRADUATE STATE CERTIFICATES.

The Certificates listed below were issued under Chapter 6540, Laws of 1913, which provided for issuing of Certificates to graduates of the normal or collegiate departments of the University of Florida and the Florida State College for Women, and such other colleges in the State which submitted themselves to the inspection and regulations of the State Board of Education.

Chapter 6540 was repealed by Chapter 7373, Laws of 1917.

No.		No.	
1.	Goulding, Robert Lee.	14.	DeSilva, Miss Irma.
2.	Clark, Miss Louise	15.	McGriff, Miss Eloise.
3.	Dorch, Miss Rosalie.	16.	Treadwell, Miss Annie
4.	Godley, Miss Grace.	17.	Wainwright, Miss Aman- da.
5.	Lucie, Miss Grier.	18.	Wells, Miss Bessie.
6.	Helseth, Miss Inga Olla.	19.	McMillan, Miss Jeanette.
7.	Leach, Miss Marjorie.	20.	Watson, Miss Iris.
8.	Otwell, Miss Ruth.	21.	Waterman, Miss Addie Grace.
9.	Wilkinson, Miss Joel	22.	Eldridge, Miss Lillian.
10.	Williams, Miss Annie Mae.	23.	Phillips, Miss Nina.
11.	Williams, Miss Mary Fe- licia.	24.	Hulley, Miss Harriett Spratt.
12.	Carter, Miss Helen.	25.	Terry, Mr. Royall P.
13.	Dyer, Miss Edith.		

No.

26. DeWolf, Mr. Herbert L.
27. Knowles, Mr. Gordon B.
28. Mason, Mr. Frederick R.
29. Poppell, Mr. Thos. J.
30. Hatcher, Mr. Jas. F.
31. McPherson, Mr. Robt. J.
32. O'Haver, Mr. Pleasant C.
33. Adams, Miss Ruby.
34. Caldwell, Miss Pearl.
35. Drane, Miss Josephine.
36. Grothaus, Miss Naomi.
37. Larson, Miss Olga.
38. Manning, Miss Joe.
39. McCaskill, Miss Myrtice.
40. McIlvaine, Miss Myra.
41. Raa, Mrs. H. B.
42. Robertson, Miss Mary.
43. Walker, Miss Rosa.
44. Wilkinson, Miss Maudie.
45. Hunt, Miss Clyde.
46. Blocker, Miss Ernestine.
47. Green, Miss Anna Ruth.
48. Hill, Miss Solita Faye.
49. Hogan, Miss Thelma.
50. Lewis, Miss Martha.
51. Livingston, Miss Martha.
52. Major, Miss Priscilla.
53. Moseley, Miss Geneva.
54. McBeath, Miss Edwina.
55. Sikes, Miss Isidora.
56. Warren, Miss Blannie.
57. Wells, Miss Nella.
58. Langley, Miss Betha.
59. Partridge, Miss Jessie.
60. Spears, Miss Elizabeth.
61. Bly, Mr. Robert S.
62. Caapman, Miss Tillie.
63. Davis, Miss Ella M.
64. Farris, Mr. Carl.
65. Harkness, Miss Catherine.
66. Lewis, Miss Elizabeth.
67. Hathcock, Miss Herberta.
68. Padgett, Miss Elsie.
69. Roseborough, Mr. Ruskin.
70. Stephens, Miss Marie R.
71. Pflug, Miss Marguerite.
72. Waterman, Miss Constance.
73. Williams, Miss Emma.
74. Turnquist, Mr. Frank.
75. Carson, Miss Inez.
76. Slone, Miss Italia.

No.

77. Alderman, Miss Ina.
78. Helseth, Miss Emma O.
79. Arnold, Miss Alberta.
80. Brodnax, Miss Claire.
81. Ley, Miss Sether.
82. Maxwell, Miss Mabel.
83. Clark, Miss Geraldine.
84. Bates, Miss Mona.
85. Blocker, Miss Marguerite.
86. Bradley, Miss Mary.
87. Elliott, Miss June.
88. Eldredge, Miss Mabel.
89. Fischer, Mr. Fred.
90. Gumm, Miss Bessie J.
91. Gilpatrick, Mr. Delbert.
92. Hathcock, Miss Nell.
93. Hulley, Miss Louise.
94. Klicker, Miss Eva.
95. Keown, Miss Nell.
96. Liddell, Mr. Winfred.
97. Longstreet, Mr. Robt. J.
98. Northrop, Mr. Paul.
99. Setter, Miss Vivian.
100. Sheppard, Miss Mary.
101. Conrad, Miss Myrtle.
102. Null, Miss Millie.
103. Haddock, Miss Aleve S.
104. Swindell, Miss Rosa Lee.
105. Alford, Miss Marion.
106. Edwards, Miss Agnes.
107. Floyd, Miss Mary.
108. Hays, Miss Mary.
109. Hough, Miss Ione.
110. Puleston, Miss Cornelia.
111. Smith, Miss Katherine A.
112. Carroll, Miss Marguerite B.
113. Martin, Miss Patt'e.
114. Otto, Miss Mizpah.
115. Jarrell, Miss Phyllis.
116. Ball, Miss Kathryn.
117. Morrison, Miss Kathelln.
118. Moughton, Miss Ethel.
119. Murrell, Miss Renie.
120. Patterson, Miss Lilla.
121. Slemon, Miss Dorothy.
122. Vaughn, Miss Helen.
123. Walker, Miss Claire.
124. Pearce, Miss Margaret.
125. Pickett, Miss Gem.
126. Adams, Miss Mary Geo.
127. Colwell, Miss Elfrieda.
128. Eagleton, Miss Ann Pope.

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| No. | No. |
| 129. Hainlain, Miss Elsa. | 181. Prather, Miss Darlie J. |
| 130. Harris, Miss Minna. | 182. Haynes, Miss Mamie. |
| 131. Linton, Miss May. | 183. Hulley, Benjamin M. |
| 132. Meyer, Miss Dorris Sara. | 184. Taylor, Miss Flora T. |
| 133. Michael, Miss Bessie. | 185. Esch, Miss Elrene E. |
| 134. Montgomery, Miss Katherine. | 186. Nowell, Miss Rose. |
| 135. Weaver, Miss Margaret. | 187. Gardiner, William J. |
| 136. Lemon, Miss Mary Lou. | 188. Burwell, Miss Sara. |
| 137. Lewis, Miss Orlena. | 189. Conibear, Miss Florence. |
| 138. Hollinshead, Miss Jane. | 190. Cook, Miss Ruth. |
| 139. Brandon, Miss Margaret. | 191. Finney, Miss Hazel. |
| 140. Todd, Miss Rex. | 192. Green, Miss Lula Mae. |
| 141. Ferrell, Miss Florida. | 193. Hart, Miss Lula. |
| 142. Reid, Miss Etoile. | 194. Hooker, Miss Tillie. |
| 143. Macquire, Miss Lillian. | 195. Hotham, Miss Emma. |
| 144. Puleston, Miss Sallie. | 196. Law, Miss Ada. |
| 145. Adams, Barnett D. | 197. Major, Miss Priscilla. |
| 146. Dukes, R. Alex. | 198. Moffett, Miss Natalie. |
| 147. Green, Robert A. | 199. Pitchford, Miss Marie. |
| 148. Hollingsworth, C. I. | 200. Taylor, Miss Lulu. |
| 149. McCall, Thos. E. | 201. Scott, Miss Gertrude. |
| 150. Peacock, Avon J. | 202. Seay, Miss Ruth. |
| 151. Terry, Robt. H. | 203. Baker, Mrs. Julia. |
| 152. Traxler, L. W. | 204. Brown, C. L. |
| 153. Wilson, Wm. D. | 205. Brittle, Miss Cornelia. |
| 154. Sawyer, W. E. | 206. Evans, Garfield. |
| 155. Stroman, Miss Adelle. | 207. Alligood, Miss Ollie J. |
| 156. Guice, Miss Elon. | 208. Bartlett, Ruth L. |
| 157. Brown, Miss Clara. | 209. Burleson, Miss Etta. |
| 158. Gillis, John A. | 210. Cathcart, Miss Margaret F. |
| 159. Gray, Leon A. | 211. Drayer, Miss Erma. |
| 160. Rider, Abzi L. | 212. Essex, Miss Mildred. |
| 161. Thomas, Lacy G. | 213. Haile, Miss Esther. |
| 162. Hatcher, Fritz. | 214. Glidewell, Miss Josephine. |
| 163. McAlphin, Ira. | 215. Hammett, Miss Nellie Irene. |
| 164. Nixon, J. C. | 216. Hayden, Miss Katherine. |
| 165. Robinson, T. R., Jr. | 217. Herrick, Miss Grace I. |
| 166. Russell, M. E. | 218. Hopson, Miss Jeannette. |
| 167. Zetrouer, Horace F. | 219. Hines, Miss Hilah. |
| 168. Backster, Miss Mary Ruth. | 220. Kennedy, Miss Juanita. |
| 169. Branch, Chester W. | 221. Larson, Miss Elin I. |
| 170. Calkins, Miss Emily E. | 222. Meffert, Miss Mabel. |
| 171. Hammel, Miss Ellen. | 223. Mills, Miss Edna J. |
| 172. Page, Miss Nadine. | 224. Morris, Miss Julian Nellie. |
| 173. Tribble, Miss Mary B. | 225. Mosley, Miss Marie. |
| 174. Blitch, Loonis. | 226. McChesney, Miss Lillian. |
| 175. Pattishall, William A. | 227. Odom, Miss Edwine W. |
| 176. Rogers, Miss Mary. | 228. Odom, Miss Johnette W. |
| 177. Powell, Miss Mercedes. | 229. Odom, Miss Ora. |
| 178. Peterson, Rudolph. | 230. Parker, Miss Quinton L. |
| 179. Haynes, Miss Catherine. | |
| 180. Jackson, Miss Florence. | |

NO.		NO.	
231.	Ricks, Miss Ruby L.	243.	McMaster, Miss Beatrix.
232.	Rivero, Miss Edelmira.	244.	Trammell, Miss Hattie Lu.
233.	Shuman, Miss Lillie N.	245.	White, Miss Myriam.
234.	Simmons, Miss Viola.	246.	Wilcox, Miss Mary E.
235.	Weaver, Miss Marion Lucille.	247.	Padgett, Sidney D.
236.	Williford, Miss Mattie Mae.	248.	Funk, Miss Anna Florence.
237.	Winfield, Miss May E.	249.	Hanna, Alfred J.
238.	Wyckoff, Miss Katherine E.	250.	Conaway, Miss Mary L.
239.	Barker, Miss Corrine M.	251.	Thorin, Paul L.
240.	Craig, Miss Helen.	252.	Law, Blanchard D.
241.	Eckland, Miss Ada Rose.	253.	Tribble, Miss Elizabeth C.
242.	Grumbles, Miss Marie.	254.	McQuarters, Edwin A.

PRIMARY CERTIFICATES.

The certificates listed below were issued under Section 368 of the General Statutes, up to October 1, 1917, and subsequent thereto, under Section 7, of Chapter 7372, Laws of 1917. These certificates enjoy the privilege of being extended into life certificates after a period of thirty-two months teaching thereunder in a regular graded school of not less than four teachers. They are valid for teaching only in the first, second and third grades of a regular graded school of four teachers or more, and are valid for four years. A list of the holders of these certificates follows:

No.		No.	
219.	Pollard, Miss Ruth T.	243.	Davis, Miss Lillian Savina.
226.	Patterson, Miss Susie.	244.	Doolittle, Miss Fleda Doris.
231.	Griffin, Miss Lula.	245.	Higgins, Miss Florence R.
232.	Leffler, Miss Peachea.	246.	McRae, Miss Mary Etta.
233.	Benson, Miss Lillian.	247.	Owsley, Miss Margaret.
234.	Collins, Mrs. Sabra Howard.	248.	Perry, Miss Merle H.
235.	Farnsworth, Miss Lillie S.	249.	Richter, Miss Nance.
236.	Merritt, Miss Mabel C.	250.	McLarty, Miss Mattie.
237.	Law, Miss Loretta A.	251.	Hilton, Miss Emma A.
238.	Bule, Miss Florence E.	252.	Stewart, Miss Edith C.
239.	Anderson, Miss Hildur C.	253.	Partridge, Miss Frances H.
240.	Colyer, Miss Kate.	254.	Hanna, Miss Mary.
241.	Arrington, Mrs. Stella P.	255.	Turner, Miss Bertha.
242.	Brewster, Miss Dempsie Ora.		

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| No. | | No. | |
| 256. | Jones, Miss Winona. | 297. | Taylor, Miss Mayme L. |
| 257. | Evans, Mrs. Arabelle
(Mrs. W. T.) | 298. | Woodward, Mrs. Mary
Bixby. |
| 258. | Turner, Miss Mabel. | 299. | Davis, Miss W. Maude. |
| 259. | Stephens, Mrs. Elizabeth
W. | 300. | Hemming, Miss Grace E. |
| 260. | Campbell, Miss Jeanette
S. | 301. | Rochford, Miss Anna M. |
| 261. | Pickern, Mrs. Gertrude
D. | 302. | Owen, Miss Dona Scott. |
| 262. | Shaver, Mrs. D. B. | 303. | Barrette, Miss Edna M. |
| 263. | Owens, Miss Emma L. | 304. | Morrow, Miss Bertha
Dale. |
| 264. | Harding, Miss Florida L. | 305. | Latimer, Mrs. Lula. |
| 265. | Patterson, Miss Ruth. | 306. | Boswell, Miss Fannie
Ann. |
| 266. | McConnell, Miss Ruby E. | 307. | Inman, Miss Ruby Edyth. |
| 267. | Braswell, Miss Annie. | 308. | Scaggs, Miss Marie E. |
| 268. | Lynch, Mrs. Julia P. | 309. | Gardner, Miss Rose V. |
| 269. | Denham, Miss Pamela. | 310. | Abercrombie, Miss Lelia. |
| 270. | McLean, Miss Marcella. | 311. | Hodges, Mrs. Grace P. |
| 271. | McRae, Miss Mary Alice. | 312. | Anderson, Miss Florence
E. |
| 272. | Yutzy, Miss Nelle Grace. | 313. | Maney, Miss Elizabeth. |
| 273. | Forrest, Miss Elsie
Louise. | 314. | Brantley, Miss Susanne
F. |
| 274. | Garcia, Miss Felicia
Ruth. | 315. | Bishop, Miss Ethel Belle. |
| 275. | Furgerson, Miss Mary
Madelaine. | 316. | Hill, Miss Elizabeth V. |
| 276. | Miller, Miss Emma
Bryan. | 317. | Austin, Miss Louise E. |
| 277. | Broughton, Miss Ethel. | 318. | Beeson, Miss Ella B. |
| 278. | Boggs, Miss Hazel. | 319. | Waller, Mrs. James B. |
| 279. | Bennett, Miss Pearl I. | 320. | Hall, Miss Kate L. |
| 280. | Anderson, Miss Annie
Laurie. | 321. | Sewell, Miss Nona. |
| 281. | Dixon, Miss Mary Eliza-
beth. | 322. | Gray, Miss Clara Polk. |
| 282. | Waters, Miss Mary Eva. | 323. | Knight, Mrs. Mary Ju-
liet. |
| 283. | Harrison, Miss Sallie
Chiles. | 325. | Merrin, Miss Bessie B. |
| 284. | Schofield, Miss Emma C. | 326. | Morse, Miss Gladys. |
| 285. | Tuttle, Mrs. Ruby. | 327. | DeVault, Miss Blanche
E. |
| 286. | James, Mrs. Emma. | 328. | Tomlinson, Miss Jessa-
mine R. |
| 287. | Florens, Miss Marie
Louise. | 329. | Baldwin, Miss Florence
M. |
| 288. | McLeary, Miss Maude. | 330. | Dormany, Miss Seay. |
| 289. | McLeod, Miss Angyleen. | 331. | Loving, Miss Edna J. |
| 290. | White, Miss Bessie M. | 332. | McDonald, Miss Effie K. |
| 291. | Holliday, Miss Alma G. | 333. | Wilcox, Miss Blanche G. |
| 292. | Lawrence, Miss Von Bis-
mark. | 334. | Getch, Miss Bertha. |
| 293. | Chambers, Miss Frances. | 335. | Altman, Mrs. R. D. |
| 294. | Conway, Miss Mary. | 336. | Bickley, Mrs. James O. |
| 295. | Wellmann, Miss Bertha. | 337. | Williams, Miss Genetta
M. |
| 296. | Cason, Miss Claribel. | 338. | Gaines, Mrs. Virginia R. |
| | | 339. | Souter, Miss Pansy. |
| | | 340. | Child, Miss Lottie. |

CHAPTER 7372.

No.		No.	
1.	Douglas, Mrs. Marion.	8.	Holton, Miss Florence J.
2.	Davidson, Mrs. Elmore S.	9.	Allen, Miss Lila M.
3.	Poppell, Mrs. Jessie C.	10.	Jackson, Miss Mary F.
4.	Plumb, Miss Kathleen G.	11.	Eckler, Mrs. Harriett F.
5.	Welborn, Miss Louise.	12.	Bouchelle, Miss Annie V.
6.	Roxby, Mrs. Belle A.	13.	Cottrell, Mrs. Minnye C.
7.	Eichelbarger, Miss Nel- lie.	14.	Byrd, Miss Flossie A.

LIFE STATE CERTIFICATE HOLDERS.

The law provides that State Certificate Holders who have taught successfully in a high school or college for eighteen months under a State Certificate, may be awarded Life State Certificates on proper endorsement by three Life State Certificate holders.

The following are the persons holding such certificates:

No.		No.	
1.	Yocum, Dr. W. F.	31.	Sheats, W. N.
2.	Guilliams, J. M.	32.	Wakefield, Homer E.
3.	McBeath, Tom F.	33.	Stephens, G. A.
4.	Himes, I. I.	34.	Rutherford, R. B.
5.	Cawthon, W. S.	35.	Bell, W. E.
7.	Watson, Mrs. Benella D.	36.	Fertig, J. G.
8.	Ray, L. C.	37.	Fertig, Mrs. J. G.
9.	Leitner, Miss Almena.	39.	Fleet, Miss Mattie Van.
10.	Varn, Josiah.	40.	Evans, R. M.
11.	Compton, Mrs. Bessie B.	41.	Sneldon, J. H.
12.	Fulks, J. H.	42.	Keith, C. A.
13.	Boone, J. L.	43.	Hyde, E. M.
14.	Pasteur, Miss Miriam.	44.	Workman, J. H.
15.	Rogers, Mrs. H. J. (nee Rose).	45.	Ousterhoudt, W. L.
16.	Okerlund, M. J.	46.	McBeath, T. J.
18.	Bennett, H. E.	47.	Huffaker, R. B.
19.	Rogers, H. J.	48.	Wright, J. L.
21.	Arnold, Mrs. Pauline P.	49.	Ray, R. M.
22.	Brevard, Miss Caroline M.	50.	Geiger, M. P.
24.	Taylor, Miss Posey.	51.	Cate, W. B.
25.	Carpenter, Miss Hattie H.	52.	Barber, L. S.
27.	Russell, Dr. W. H.	53.	Corr, P. W.
28.	Kibloe, Dr. W. E.	54.	Corr, Miss Alys May.
29.	Ferrell, H. A.	55.	Shaver, P. G.
30.	Hathaway, F. A.	56.	Lynch, Geo. M.
		57.	Conradi, Dr. Edward.
		58.	Griffin, Miss S. Donella.
		59.	Riley, J. G. (Colored).

No.		No.	
61.	Simmons, J. W.	101.	Ralph, Miss Lillian B.
62.	Perkins, N. J.	102.	Baldwin, Mrs. Charlotte M.
63.	Neal, M. L.	103.	Jones, Chas. M.
64.	Culp, Theo. D.	104.	Lovell, R. L.
65.	Blanchard, Miss Elizabeth.	105.	Williams, John T.
66.	Clayton, Mrs. Frances.	106.	Van Brunt, R. W.
67.	Venable, Miss Elizabeth.	107.	Hancock, Miss Mattie.
68.	Crichlow, W. B. S.	108.	Fender, E. F.
69.	Lane, B. B.	109.	Finney, Willis C.
70.	McMullen, E. W.	110.	Wallace, Miss Ellen S.
71.	Bangs, Miss Sarah E.	111.	Warring, Miss Mary Belle.
72.	Macy, Dr. Edwin E.	112.	Dorsey, R. M.
73.	Riherd, Miss Mary.	113.	Forester, Miss Mattie.
74.	Keer, Miss Marian L.	114.	Padgett, Barney J.
75.	McGahey, Miss Lillian.	115.	Martin, Miss Della.
76.	Wilder, Gus.	116.	Asbury, John W.
77.	Kirk, Taos. B.	117.	Shannon, Miss Sallie E.
78.	Weakley, Miss Nora.	118.	O'Neal, Miss E. Gladys.
79.	Smith, W. Wesley.	119.	Henderson, W. N.
80.	Cook, David M.	120.	Kean, A. D.
81.	Fogg, Miss Gracie Dell.	121.	Cox, Carl S.
82.	Smith, Miss Elsie V.	122.	Ingram, Miss Mary Helen.
83.	Edwards, L. B.	123.	Sumner, Miss Ruth.
84.	Terrell, Glenn.	124.	Blanton, R. S.
85.	Robinson, Ernest L.	125.	Sealey, R. M.
86.	Bryant, M. M.	126.	Pinholster, S. A.
87.	Jones, W. A.	127.	Howard, Miss Ola E.
88.	Cassels, W. H.	128.	Deen, Miss Carrie.
89.	Jones, W. B.	129.	Stokes, Wm. C.
90.	Price, A. A.	130.	McDonald, Miss Annie M.
91.	Hill, Miss Naomi F.	131.	McMullen, Miss Frances.
92.	Peter, Miss Ethel M.	132.	Futcn, Miss Cedora.
93.	Kennedy, Erskine W.	133.	Grimm, J. J.
94.	Yarborough, T. W.	134.	Crawford, Miss Cora Belle.
95.	Davis, D. D.	135.	Stephens, Wm. H.
96.	Bozeman, Miss Sue C.	136.	McCarty, Jr., Eugene E.
97.	Hartsfield, Francis S.		
98.	Stuart, Miss Annie B.		
99.	Green, Miss Dorothy F.		
100.	Felkel, Mrs. Herbert (nee Warren).		

LIFE PRIMARY CERTIFICATE HOLDERS.

The Certificates listed below were issued under Section 373, General Statutes of Florida. The law governing the issue of Life Primary Certificates is now contained in Section 12, of Chapter 7372, Acts of 1917, the only difference in the requirements being that the "four years suc-

cessful teaching" is now changed to thirty-two months of successful teaching, under a Primary Certificate, in a Primary Department of a regular graded school of not less than four teachers:

No.	No.
1. Merry, Miss Sophia.	46. Macey, Mrs. M. A.
2. Hooker, Mrs. Annie.	47. Britt, Miss Lizzie Port.
3. Stevens, Miss Nellie C.	48. Wentworth, Miss Ellie G.
4. Schwalmeyer, Miss Maud.	49. Burney, Mrs. E. G.
5. Cooke, Miss Moselle.	50. Griffin, Miss Cora C.
6. Pugh, Mrs. A. Austin.	51. Wilson, Miss Alice.
7. Fairlie, Miss Margaret C.	52. Eccles, Miss Lottie G.
8. Erwin, Mrs. R. W.	53. Lovelace, Mrs. J. A.
9. Fabyan, Mrs. Stella M. Peter.	54. Porterfield, Mrs. A. C.
10. Mendenhall, Miss Ella M.	55. Somerville, Miss Martha L.
11. Merryday, Miss Adelaide G.	56. Hardee, Miss Mary.
12. Candlish, Miss Ruth A.	57. Bearden, Miss Rebecca.
14. Fleming, Mrs. L. M.	58. Jones, Mrs. Hafford.
15. McKinlay, Miss Lula W.	59. Weaver, Mrs. R. H.
16. Mims, Miss Stella B.	60. Poole, Miss Eva L.
17. Sanchez, Miss Mabel.	61. Lovelace, Miss Nita R.
18. Ballis, Miss Florence C.	62. Bacaman, Miss Ethel C.
19. Hunter, Mrs. F. Mizelle.	63. Joyner, Miss Clara L.
20. Barron, Mrs. K. LaF.	64. Harter, Miss Maude J.
21. Hentz, Miss Caroline W.	65. Taylor, Miss Margaret E.
22. LaFontise, Miss Louise.	66. Thomas, Miss Nellie.
23. Dickey, Miss Ida.	67. Fussell, Mrs. James.
24. Hopkins, Mrs. B. H.	68. Coughlin, Miss Ada.
25. May, Miss Sue F.	69. Cook, Miss Nellie E.
26. Brook, Miss Daisy.	70. Bailey, Miss Mary.
27. Keagy, Mrs. Emily.	71. Grier, Miss Lorena.
28. Gould, Miss Lena.	72. McMullin, Miss Annie E.
29. Ground, Mrs. A. M.	73. Odom, Mrs. W. J.
30. Morress, Miss Eddie Love.	74. Berkstresser, Miss Mary.
31. Harris, Miss Amy Lee.	75. McCrary, Miss Lena.
33. Jackson, Miss Phronia.	76. Senabaugh, Mrs. Effie.
34. Ambrose, Miss Claudia.	77. Williamson, Miss Adele.
35. Kennedy, Miss Julia.	78. Child, Miss Emma.
36. McKinnon, Miss Mary.	79. Anderson, Miss Florence.
37. Smyth, Mrs. A. C.	80. Green, Miss Jimmie.
39. Feagle, Mrs. N. H.	81. Spain, Miss Bessie.
40. Cumming, Miss Fannie.	82. Moulton, Mrs. Edith K.
41. Stowell, Miss Jennie.	83. Gramling, Miss Beatrice.
42. Stowell, Miss Faith H.	84. Bevis, Miss Minnie L.
43. Lenfesty, Miss Lizzie.	85. Andrews, Miss Olive.
44. Crilly, Miss M. E.	86. Saunders, Miss Gracia M.
45. Reece, Mrs. M. D.	87. Hudson, Mrs. C. S.
	88. Woolf, Miss Madula.
	89. Posey, Mrs. Florine Davis.

NO.		NO.	
90.	Wiley, Miss Flossie.	122.	Chaires, Miss Nannie.
91.	Yniestra, Miss Allie.	123.	Wise, Miss Sadie C.
92.	Muriel, Mrs. Estelle L.	124.	Clapp, Miss Rebecca L.
93.	Williamson, Mrs. E. M.	125.	Streator, Miss Winifred A.
94.	McKinnon, Miss Christian.	126.	Bouchelle, Miss Ethel.
95.	Slater, Miss Georgia.	127.	Ottke, Miss Edna.
96.	Lucas, Miss Anne M.	128.	Hall, Mrs. Pearl Futch.
97.	McDonald, Miss Wilibel.	129.	Wallace, Miss Madge.
98.	Hooks, Miss Wilhelmina.	130.	Orr, Miss Alma M.
99.	Carrier, Mrs. Alice Bingham.	131.	Page, Miss Lillian W.
100.	Anderson, Mrs. W. S. (nee Sparta Blow).	132.	Laycock, Mrs. H. A.
101.	Brown, Mrs. Gertrude L.	133.	Kellogg, Miss Annie A.
102.	Wicker, Miss Ethel A.	134.	Williams, Miss Mattie.
103.	Evers, Mrs. Mollie.	135.	Green, Miss Lottie Lee.
104.	Thompson, Miss Verda.	136.	Cochrane, Miss Lulu R. V.
105.	Yowell, Miss Emma Viola.	138.	Patch, Miss Phoebe Pearl.
106.	Sale, Miss Essie B.	137.	Pierce, Miss Genevieve
107.	Smith, Miss Mae.	139.	Ward, Miss Nannie Grant.
108.	Dickinson, Miss Whittle	140.	Peters, Miss Georgia.
109.	Murdock, Miss Eleanor A.	141.	Arrowsmith, Miss Almeda.
110.	Loftin, Miss Katherine.	142.	Johnson, Miss Sara Frances.
111.	Cochrane, Miss Inez F.	143.	Bainter, Miss Edyth L.
112.	Howze, Mrs. Frankie.	144.	Graham, Miss Robin.
113.	Bradley, Miss Charlotte E.	145.	Poole, Miss Daisie.
114.	Miles, Miss Maggie B.	146.	Pinch, Mrs. Mamie Strickland.
115.	Welch, Miss Elizabeth H.	147.	Sterling, Miss Natalee F.
116.	Hendry, Miss Eugenia H.	148.	Suddath, Miss Pauline B.
117.	Worth, Miss Clara G.	149.	Farr, Miss Alvira.
118.	Burroughs, Miss Adele T.	150.	Palmer, Miss Nell V.
119.	Ludwig, Miss Katherine	151.	Brachhold, Miss Margaret.
120.	Yawn, Miss Rosa J.	152.	Sterling, Mrs. Elizabeth R.
121.	Campbell, Miss Florence A.	153.	Reinoehl, Miss Sophie M.
		154.	Bryan, Miss Mary C.

LIFE FIRST GRADE CERTIFICATE HOLDERS

(48 Months Plan)

The Certificates listed below were issued under Paragraph 2 of Section 307, General Statutes, and were issued to the holders of two First Grade Certificates, each with

an average of not less than 90%, and who had taught for not less than forty-eight months in the schools of Florida. These Certificates are good in any part of the State, and during the life of the holder thereof without further examination:

NO.	NO.
1. Ray, Miss Olive.	55. Gary, W. T.
2. Scott, George F.	56. Woodruff, P. G.
3. Bennett, Mrs. L. A.	57. Hercules, A.
4. Eskridge, Mrs. Cora.	58. Mathews, E. I.
6. Lipscomb, Mrs. B. M.	59. Williams, Arthur.
7. Moore, M. T.	60. Hathaway, L. D.
8. Graham, Harry E.	62. Peper, J. E.
9. Sampey, Mrs. Frank.	63. Tomlinson, Miss May.
10. Reese, Miss Pauline.	64. Barron, Mrs. Maude.
11. Hall, Oliver B.	65. Nichols, B. C.
13. Gramling, Miss Mamie.	66. Blow, Miss Apenae.
14. Mallory, C. F.	67. Longmire, Miss Rowena.
15. Gregory, Mrs. Addine.	68. Wilder, Mrs. Margaret
18. Wideman, John W.	G.
17. Fletcher, S. B.	69. Williams, Miss Essie
19. Green, P. Wilson.	May.
21. Green, Miss Carrie M.	70. Chapman, Miss Mattie
23. Garrason, John S.	P.
24. McClung, J. W.	71. Hodge, Miss Bertha.
25. Baughan, W. H.	72. Powers, Miss Carrie A.
26. Kennedy, W. T.	73. Wicker, Miss Catherine.
27. Moore, Miss Maud.	74. Rhodes, Mrs. Nita
28. Bayley, Mrs. Emma.	O'Neal.
30. Pepper, Miss Norma.	75. Milton, Beman.
32. Hobbs, W. A. H.	76. Wynns, Miss Sallie D.
33. Brown, J. C.	77. Oakley, Miss Jessie.
34. Cobb, Miss Winifred E.	79. Wine, W. D. G.
35. Merritt, Miss Ada F.	80. Pollock, Mrs. R. M.
36. Rickards, Henry.	81. Overhultz, J. N.
37. Baugh, W. C.	82. Hendricks, Miss Nettie.
38. Barco, Mrs. Ella LaF.	83. Himes, Mrs. Myra Fin-
39. Swatts, H. L.	ley.
40. Stuart, Mrs. Susan C.	84. Mallicoat, J. T.
41. Graham, B. C.	85. Borger, Miss Georgia.
42. Johnston, Miss Mary S.	86. Pomeroy, J. R.
43. Hamblen, Miss Evelyn	87. Keathley, Norton.
M.	88. Hargrett, J. H. (Col.)
44. Elizabeth, Sister M. S.	89. Payne, Miss Jennie M.
45. Maloy, W. J.	90. Norton, Miss Lillian B.
46. Hampton, Miss Clem.	91. DeLaney, Miss Eunice.
49. Rawson, Miss Eleanor M.	92. Bryan, Miss Lula J.
50. Warner, Mrs. Beulah M.	93. Mead, Miss Laura.
51. Rutherford, Mrs. R. B.	94. Suter, Miss Etnel.
53. Elzey, Frank.	95. Erwin, Richard W.
54. Given, O. M.	96. Immaculate, Sister Mary

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|------|-------------------------------|------|-------------------------------|
| NO. | | NO. | |
| 97. | Allen, C. K. | 147. | Matnews, Mrs. Ettie M. |
| 98. | Jackson, A. W. | 148. | Campbell, Miss Mary G |
| 99. | DeChantal, Sister. | 149. | Weimer, Miss Elizabeth |
| 100. | Bevis, Miss Minnie L. | 150. | McLaughlin, Miss Mary |
| 101. | Shuler, Miss Sallie R. | 151. | McKenzie, Miss Estelle. |
| 102. | Wigfield, Miss Virginia. | 152. | Thomas, L. H. |
| 103. | Rehbinder, L. M. | 153. | Baldwin, Thos. O. |
| 104. | Cobb, Miss Grace P. | 155. | Moore, Mrs. Marvin H. |
| 105. | Harwell, Miss Ellen. | 156. | Jordon, Miss Mattie. |
| 106. | Murphy, Mrs. A. B. | 158. | Apthorpe, Miss Emma
M. |
| 107. | Turnley, Miss Mary H. | 159. | Rogers, R. L. |
| 108. | Noble, Miss Rose. | 160. | McCall, Jas. P. |
| 109. | Mabbette, Miss May. | 161. | Pittman, R. G. |
| 110. | Cochrane, Miss Lulu. | 162. | Bond, Miss Ianthie. |
| 111. | Jernigan, Walter B. | 163. | Futch, Miss Emma. |
| 112. | Cate, William A. | 164. | Moore, Miss Ethel. |
| 113. | Smith, Miss Bernice. | 165. | Tilly, Mrs. Lucy Gaines. |
| 114. | Newsom, Miss Lucy. | 166. | Smith, Miss Ula May. |
| 115. | Geiger, Miss Lily. | 167. | Simpson, Miss Lucy. |
| 116. | Ray, Miss Mollie E. | 168. | Boyd, Miss Carrie Benie |
| 117. | Gaines, Miss Rachel C. | 169. | Simms, Miss Mamie. |
| 118. | Bomford, Mrs. H. | 170. | Sproull, Miss Katherine
F. |
| 119. | Witter, Miss J. Belle. | 171. | Griffin, Miss Edith. |
| 120. | Julia, Sister M. | 172. | Murray, C. E. |
| 121. | McCreery, Miss Sarah E. | 173. | Ray, Miss Maggie. |
| 122. | Hathaway, W. B. | 174. | Seacole, Miss Mabel. |
| 123. | Genevieve, Sister M. | 176. | Teeter, Miss Lottie E. |
| 124. | Brewer, Miss Irene. | 177. | Tompkins, Miss Kate M |
| 125. | Owens, J. H. | 178. | Franklin, Miss Ida J. |
| 126. | Lane, Miss Pattie R. | 179. | Johnson, Miss Georgia. |
| 127. | Bellinger, Miss Eva. | 180. | Suter, Miss Maud. |
| 129. | Hunter, Mrs. Edith. | 181. | Powell, Miss Emma Wil
der. |
| 130. | Jackson, J. A. | 182. | Rood, Miss Leone. |
| 131. | Taylor, Miss Margaret
E. | 183. | Miller, Miss Helen M. |
| 132. | Bryan, Miss Helen. | 184. | O'Neal, Miss Carolyn. |
| 133. | Chaires, Geo. S. (Col.) | 185. | Tetherly, Miss Alice M. |
| 134. | Gray, R. A. | 186. | Hemming, Miss Alberta
S. |
| 135. | Upson, Miss Ruth New-
ell. | 187. | Culver, Mrs. Lola M. |
| 136. | Hooper, Miss Nellie. | 188. | Smith, Miss Albina. |
| 137. | Tomlin, Mrs. Mary L. | 189. | Sparkman, Miss Maud. |
| 138. | Copeland, Mrs. H. V. | 190. | Pardee, Miss Rosa. |
| 139. | Frink, Miss Nellie B. | 191. | Tippin, Miss Minnie. |
| 140. | Horton, Mrs. M. L. | 192. | Jones, Miss Epps
Vaughan. |
| 141. | Lovelace, Miss Nita R. | 192. | Nash, Miss Mary W. |
| 142. | Altman, Miss Pearl. | 193. | Roseborough, Miss Carol. |
| 143. | Fidelis, Sister M. | 194. | Patillo, Miss Nellie. |
| 144. | Agrita, Sister M. | 195. | Gullett, B. D. |
| 145. | Thompson, Miss Minnie
S. | 196. | Clayton, Mrs. R. M. |
| 146. | Brown, W. C. (Col.) | | |

NO.		NO.	
198.	Haley, Miss Frances E.	223.	Woodberry, Miss Mary E.
199.	McCreery, Miss Annie B.	224.	Wilkison, Miss Maude.
200.	Jameson, Miss Mabel Frances.	225.	Anderson, Cannie A.
201.	Holcomb, Miss Mabel O.	226.	Robinson, Moses R.
202.	Carrio, Miss Virginia L.	227.	Lyman, Miss Daisy E.
203.	Williams, Miss Estella G.	228.	Coffey, Mrs. Cora N.
204.	Hough, Miss Maude F.	229.	Fordham, Mrs. Julia C.
205.	Beugnet, Miss Beulah.	230.	Nash, Miss Millie T.
206.	Crooms, Jos. N.	231.	Cash, Wm. T.
207.	Brinson, Miss Daisy B.	232.	Williams, R. O.
208.	Semmes, Miss Sarah H.	233.	de Lima, Sister Rose.
210.	McInnis, Sam W.	234.	Castles, Miss Mamie W.
211.	Plant, Miss Lula Edna.	235.	Mizelle, Miss Elizabeth.
212.	Hathaway, J. T.	236.	Coleman, Wm. S.
213.	Edwards, W. C.	237.	Bushong, J. T.
214.	Gibson, Miss Icer.	238.	Wetzel, Frank S.
215.	Bassett, Miss Elva.	239.	Lockey, Mrs. Xuripha H.
216.	Wiggins, Herman B.	240.	Pearson, Mrs. Ella V.
217.	Hall, G. Fred.	241.	Gibson, Albert.
218.	Finney, Miss Carrie H.	242.	Hawkins, Miss Jessie M.
219.	Langston, Miss Frances M.	243.	Whiteaker, W. S.
220.	Harry, Mrs. Lillian Far- ris.	244.	Loftin, Miss Josephine.
221.	Jackson, F. S.	245.	English, James N.
222.	Hughes, Miss Florence L.	246.	Gwinn, Miss Lillian.
		245.	Hale, Miss Frances G.
		246.	O'Guin, Miss Alma A.

LIFE EXTENSION OF FIRST GRADE CERTIFICATE HOLDERS.
(20 Year Plan)

The requirements for a Life First Grade Certificate on the 20 Year Plan may be found in Section 14, Chapter 7372, Laws of 1917.

Below the holders of this Grade of Certificate are listed:

NO.		NO.	
1.	Tate, James M.	10.	McIver, M. E.
2.	Myrick, Miss Nellie T.	11.	McLaurin, Miss Mary M.
3.	King, Miss Annis B.	13.	Tatum, Mrs. A. D.
5.	McElvalne, Mrs. Anna P.	14.	Dart, Miss E. Emma.
6.	Johnson, L. F.	15.	Dart, Miss Mary E.
7.	Johnson, Mrs. W. G.	16.	DeMilly, H. W.
8.	Houston, Geo. W.	17.	Moore, O. J.
9.	Richardson, Mrs. Ella W.	18.	Crane, Mrs. M. A.

NO.		NO.	
19.	Richardson, H.	45.	Jones, R. P.
20.	Peck, W. H.	46.	Mickens, J. W.
21.	Wiggins, Miss Roberta J.	47.	Hoffman, W. H.
22.	Belknap, Henry P.	48.	Meacham, C. A.
23.	Whitfield, Cupid A.	49.	Williams, Miss Bessie Lee.
24.	Broward, Miss Hortense	50.	Ecles, Miss Carrie B.
25.	Hartwell, B. F.	51.	Shumate, Miss Carrie D.
26.	Holmes, Mrs. M. D.	52.	Wentworth, Miss Katherine.
27.	Verelst, Miss Annie H.	53.	Rochelle, Wm. A.
28.	Grier, Mrs. F. M.	54.	Creekmore, Miss Nora.
29.	Toennes, F. H.	55.	McCollum, C. F.
30.	Pumphrey, J. R.	56.	Hamilton, Miss Laura Anna.
31.	Loennecker, Jr., Mrs. G C.	57.	Stokes, Miss Charity E.
32.	Sampey, Mrs. S. N.	58.	Morress, Miss Eddie Love.
33.	Long, O. F.	59.	Howard, Richard H.
34.	Ross, M. W.	60.	Terry, Mrs. Myrtelle H.
35.	Baker, B. J.	62.	Tippin, Miss Lidia M.
36.	Dukes, Mrs. W. F. C.	63.	Kellix, Miss Lizzie B.
37.	Willcombe, Miss Edna B.	64.	Dale, Miss Lillian.
38.	Howren, Miss Laura B.	65.	Clarke, Miss Ethel Eloise.
39.	Bryan, Miss Mary C.	66.	Rickard, Mrs. Celia.
40.	Hendrix, Miss Hattie.	67.	Chaffer, John M.
41.	Hadley, S. F.	69.	Mole, Richard A.
42.	Booker, Miss Emma E.	70.	Lipscombe, Miss Mary B
43.	Cary, L. D.		
44.	Farlie, Miss Margaret C.		

GRADUATE CERTIFICATES.

(Issued under Section 17, Chapter 7372, Acts of 1917)

The following Certificates were issued under Section 17 of Chapter 7372, Acts of 1917, and are classed as Graduate State Certificates, Graduate Special Certificates, Graduate First Grade Certificates and Graduate Primary Certificates, being issued in these four classes according as the college records of the applicants indicated their qualifications. The holders of these certificates are listed below:

GRADUATE STATE CERTIFICATES.

- | | |
|-----------------------------|--------------------------------|
| 1. Chew, Tobias O. | 9. McGuire, Miss Mildred C. |
| 2. Baumgartner, Miss Irene. | 10. Haltiwanger, Robt. S. |
| 3. King, Mrs. Nellie G. | 11. Ezell, Boyce F. |
| 4. Marks, Geo. W. | 12. Long, Mrs. M. E. |
| 5. Reece, Joseph I. | 13. Rogers, Leonard O. |
| 6. Hemenway, Thomas. | 14. Wardle, James E. |
| 7. Setzler, Miss Laura. | 15. Gordon, Miss M. Ammonette. |
| 8. Whitaker, Miss Clarissa. | |

NO.		NO.	
16.	Hogan, John W.	31.	Sheddan, Miss McLin.
17.	Oldnam, Miss Mattie L.	32.	Simpson, Miss Lucia C.
18.	Clark, Miss Collie.	33.	Weeks, Miss Lillie S.
19.	Gault, Bernie H.	34.	Rhoads, Miss Gertrude.
20.	Gresham, Robt. R.	35.	Cooper, Miss Emma L.
21.	Johnston, James A.	36.	Ryder, Miss Mabel B.
2.	Carpenter, H. P.	57.	Gillis, Miss Christian.
23.	Lawrence, Judson C.	58.	Gale, Miss Addie C.
24.	Eastham, Jerome F.	59.	Hosch, Miss Esther.
25.	Gould, Miss Marguerite E.	60.	Booth, Miss Laura E.
26.	Henderson, Young A.	61.	Bryan, Miss Christine M.
27.	Tyler, Miss Gem S.	62.	Fussell, Miss Edna E.
28.	Alleshouse, Albert C.	63.	Brooks, Coleman A.
29.	Barnes, Miss Eloise A.	64.	Thomas, Howard W.
30.	Sparkman, William C.	65.	Sims, Luther R.

GRADUATE SPECIAL CERTIFICATES.

No.	
1.	Saehy, Miss Juanita, (Domestic Science, Domestic Art).
2.	Morrill, Miss Jenny H., (Botany, French, General History, Political Economy, Economics).
3.	McQuarters, Miss Eva C., (Geometry, Trigonometry, Botany, Rhetoric, Psychology, General History, Music, Analytical Geometry, German, Astronomy, Geology).
4.	Fairchild, Miss Elizabeth, (Domestic Science, Domestic Art).
5.	Horton, Miss Lucile M., (Domestic Science, Domestic Art).
6.	Lamons, Miss Mabel, (Algebra, Botany, Evidences of Christianity, Sociology, The Bible, Debate).
7.	Welborn, Miss Louise, (Geometry, Trigonometry, Chemistry, Political Economy, American History, Geology).
8.	Brown, Miss Edith R., (English Literature, Psychology, General History, History of Education, Economics).
9.	McCain, Miss Mildred (Geometry, Trigonometry, Physics, Botany, Zoology, Latin, Rhetoric, English Literature, Psychology, Chemistry, Astronomy, Geology).
10.	Martin, Miss Katherine, (Rhetoric, Domestic Science, Domestic Art, Bacteriology, Household Chemistry., History of Art, Physical Training).
11.	Barron, Miss Inez J., (Geometry, Latin, French, Greek, Rhetoric, English Literature, Psychology, Physical Geography, History of Philosophy, Pipe Organ, Voice, Elocution).
12.	Brownlee, Mrs. Lillian G., (French, Theory of Music, Child Study, Sight Singing, Geology, General History).
13.	Blackmon, Miss Jessie L., (Psychology, History of Education, Political Economy, Child Study, Sight Singing).
14.	McCoy, Miss Sallie M., (Psychology, History of Education, Music, Sight Reading, Theory, Harmony, History of Systems, Practice Teaching, etc.)
15.	Blanton, Mrs. J. A., (Algebra, Geometry, Trigonometry,

- Physics, Latin, Rhetoric, English Literature, Psychology, Chemistry, German, Ethics, Political Economy, Logic, Astronomy).
16. Sleight, Geo. N., (Latin, Greek).
 17. Owen, Miss Elizabeth, (French, Spanish, English Literature).
 18. Bettinger, Miss Lillian L., (Psychology, General History, History of Education, Ethics, Political Economy, Elocution).
 19. Howell, Clarence E., (Geometry, Rhetoric, English Literature, History of Education, German, Educational Methods, Geology, Manual Training, Physical Training, Military Drill).
 20. Furnas, Miss Lucile, (Geometry, Trigonometry, French, English Literature, Psychology, Chemistry, School Management, Greek and Roman Literature, Physical Training, Elocution).
 21. McCoy, Miss Edith A., (French, English Literature, General History, Chemistry, Political Economy, Sociology, Art).
 22. Williams, Miss Mary C., (Music).
 23. Woodbery, Miss Mary E., (Analytical Geometry, Trigonometry, Physics, Latin, French, Rhetoric, English Literature, Psychology, General History, Chemistry, Music, German, American Literature, Political Economy, Logic, Sociology).
 24. Baisden, Mrs. Nettie S., (Algebra, Physics, Botany, Rhetoric, English Literature, Psychology, General History, Domestic Science, Domestic Art, History of Education, Manual Training, Music, Methods of Teaching, Ethics, Agriculture, Physical Culture).
 25. Rich, Miss Mary D., (Geometry, Latin, Spanish, Music, Library Methods, Descriptive Astronomy).
 26. Atkinson, Miss Myrtle E., (Algebra, Geometry, Physics, French, Rhetoric, English, Literature, Chemistry, The Bible).
 27. Enlow, Elmer R., (Analytical Geometry, German, Greek, Ethics, Debate and Argument).
 28. Pearson, I. T., (Psychology, Government, Biology, The Bible, Special Gymnasium, Philosophy of Education).
 29. Kishpaugh, Hampton M., (French, Rhetoric, English Literature, Psychology, History of Education, Pedagogy, Ethics, Education, The Bible, Sociology).
 30. Burney, Miss Margaret Sue (Algebra, Geometry, Latin, English Literature, Psychology, General History, History of Education, Pedagogy, Calculus, Ethics, Differential Equations).
 31. Theegarten, Miss Elsie M., (History of Education, Music, Methods of Teaching, Physical Training, Penmanship).
 32. Vaughn, Mallory C., (Psychology, Education, Sociology, Geology, Drawing, Military Science).
 33. Hampson, Chas. M., (Botany, Zoology, Rhetoric, Chemistry, Mechanical Drawing, Gymnasium, Rural Econo-

- mics, Sociology, Agriculture, Woodwork, Forge Practice, Military Science).
34. Riley, Lionel L., (Manual Training, Mechanical Drawing).
 35. Callaway, Miss Anna Belle (Ethics, Psychology, History of Philosophy, Expression).
 36. Cox, Miss Ethel B., (Botany, Latin, English Literature, Psychology, General History, History of Education, German, Political Economy, Methods of Teaching, Sociology, American Government, Astronomy).
 37. Bass, Miss Aurelia L., (Public School Music, Education, Biology, Rhetoric, Agriculture).
 38. Morgan, Miss Sue (Algebra, Geometry, Latin, French, Rhetoric, English Literature, Psychology, General History, Chemistry, History of Education, The Bible, Ethics).
 39. Freeman, Miss Clara E., (Geometry, English Literature, General History, History of Education, Ethics, Analytical Geometry).
 40. Highfill, LeRoy (Agriculture, Horticulture).
 41. Williams, Miss Miriam B., (Rhetoric, English Literature, Domestic Science, Domestic Art, American Literature).
 42. Grafmiller, O. W., (Trigonometry, Physics, Botany, Zoology, Latin, Psychology, General History, History of Education, Education, Bookkeeping, Agriculture, Political Economy).
 43. Pope, C. E., (Geometry, Physics, Botany, Psychology, History of Education, Manual Training, Mechanical Drawing, Education, American Literature, Practice Teaching, Agriculture, Woodwork).
 44. Shadewald, Miss Elsie A., (Botany, Rhetoric, English Literature, Chemistry, Theory of Education).
 45. Lennon, Marquis L., (Algebra, Trigonometry, Physics, Botany, Latin, Rhetoric, English Literature, Psychology, Chemistry, History of Education, Pedagogy, Greek, Ethics, Political Economy, The Bible, Economics, Expression).
 46. MacDonnell, Miss B. Hazel, (History of Music, Piano, Public School Music).
 47. Thomas, Wm. R., (Algebra, Latin, French, History of Education).
 48. Hamilton, Miss Anna T., (General History, Voice).
 49. Caristy, Miss Edith E., (Latin, English Literature, Psychology, General History, Domestic Science, Domestic Art, History of Education, Music, German, Ethics, Education, Drawing, Agriculture, Typewriting).
 50. Ulrey, Miss Lorraine, (Algebra, Trigonometry, Zoology, English Literature, Psychology, Chemistry, German, Education, Physical Training, Astronomy).
 51. Scott, Miss Marguerite C., (Algebra, Analytical Geometry, Trigonometry, Rhetoric, English Literature, Psychology, History of Education, Education, Astronomy, The Bible American Literature, Elocution, Calculus).

52. Wiltrout, Miss Rae, (Latin, French, Rhetoric, English Literature, General History, History of Education, Economics, Education, Biology, The Bible, Political Science, Physical Training).
53. Oakes, Miss Louise, (Music, Piano, etc., Sight Singing).
54. Cozine, Merton L., (Algebra, Botany, Rhetoric, English Literature, General History, Geometrical Drawing, Agriculture).
55. Cribbett, Miss Nannie Fay, (Analytical Geometry, Trigonometry, Latin, French, Rhetoric, English Literature, Psychology, General History, Music, Piano, etc., Ethics, Political Economy, Metaphysics, Biology, Public Speaking).
56. Cassidy, Miss Katharine (Bookkeeping, Shorthand, Type-writing, Business English, Commercial Law, Commercial Arithmetic).
57. Anderson, Miss Sada L., (Geometry, Physics, Zoology, Psychology, Domestic Science, Domestic Art, History of Education, History of Music, Methods of Teaching, Bacteriology, Entomology).
58. Hunter, Raymond B., (Algebra, Trigonometry, Rhetoric, English Literature, History of Education, Chemistry, Pedagogy, Calculus, Ethics, Logic).
59. Simpson, Miss Vera A., (Algebra, Geometry, Physics, Botany, Zoology, Rhetoric, English Literature, Psychology, General History, Chemistry, History of Education, Pedagogy, German, Ethics, Logic, Agriculture).
60. Baughman, Miss Leona B., (Rhetoric, English Literature, Sociology).
61. Taylor, James C., (Algebra, Analytics, Trigonometry, Rhetoric, English Literature, Psychology, Chemistry, History of Education, Rural Sociology, Child Study).
62. Rice, Mrs. Maggie W., (Algebra, Psychology, Domestic Science, Domestic Art, Piano, Sight Singing, Nature Study).
- Quintrell, John E., (Algebra, Geometry, Analytics, Physics, Rhetoric, English Literature, Psychology, History of Education, Elocution, Ethics, Agriculture, General Philosophy, Logic, Geology, Calculus).
64. Ford, Miss Sada B., (Domestic Science, Domestic Art, The Bible, Agriculture).
65. Cass, Mrs. Agnes R., (Botany, Zoology, Rhetoric, Psychology, Child Study, Rhetoricals, Oratory and Debate).
66. Cecil, Miss Lela Mae, (Geometry, Trigonometry, Physics, General History, The Bible, Art).
67. Watson, Miss Fannie A., (Latin, French, German, Domestic Science, Domestic Art).
68. Ireland, Miss Edna, (German, Psychology, Chemistry, Domestic Art, Domestic Science, Education, Ethics, Sociology, Horticulture, Expression, Physical Training).

GRADUATE FIRST GRADE CERTIFICATES.

No.

1. Chittenden, Miss Laura A.,
2. Granade, Miss Effie E.
3. Ramsey, Miss Carol.

GRADUATE PRIMARY CERTIFICATES.

No.

1. Baisden, Mrs. Nettie S.
2. Raffo, Miss Caroline.
3. Clark, Miss Mary R.
4. Mansfield, Miss Ruta B.
5. Rumph, Miss Lois.
6. Shepard, Miss Marian.
7. Markhus, Mrs. Clara S.

TEACHER-TRAINING CERTIFICATE HOLDERS.

The Certificates below given were issued under Chapter 6838, Acts of 1915, which Act was repealed by Chapter 7373, Acts of 1917; the certificates listed, however, are still in force, and will remain so to the date of expiration as shown on the Certificate:

No.

1. Childers, G. C., (First Grade).
2. Syfrett, J. M., (First Grade).
3. Paterson, Miss Fannie Lou, (First Grade).
4. Jackson, Miss Katie, (First Grade).
5. Siviter, Miss Mildred, (First Grade).
6. Stiles, Miss Esther, (First Grade).
7. Gilliland, Miss Margaret, (First Grade).
8. Harvey, Miss Marina, (First Grade).
9. Link, Miss Olive, (First Grade).
10. Burleson, Miss Etta, (First Grade).
11. Ezell, Miss Irene, (First Grade).
12. Wyckoff, Miss Katherine, (First Grade).
13. Holloway, Miss Idella, (First Grade).
14. Milton, Miss Bessie, (First Grade).
15. Felton, Miss Allie, (First Grade).
16. McPherson, Miss Annie, (First Grade).
17. Williams, Miss Mary E., (First Grade).
18. Futch, Miss Wilma, (Second Grade).
19. Godwin, Miss Jewell, (Second Grade).
20. Hutchinson, Miss Zilla, (Second Grade).

21. Inman, Miss Hattie, (Second Grade).
22. Paulsen, Miss Christian, (Second Grade).
23. Pitchford, Miss Lucy E., (Second Grade).
24. Smith, Miss Ruth, (Second Grade).
25. Terry, Miss Eva Lois, (Second Grade).
26. Crosby, Miss Ethel, (Second Grade).
27. Allyn, Miss Eileen Anita, (Second Grade).
28. Brundyge, Miss Mary, (Third Grade).
29. Hickson, Miss Amy Louise, (Third Grade).
30. Parker, Miss Mattie Lee, (Third Grade).
31. Burns, Miss Ida M., (Third Grade).
32. McAlpin, Miss Allie, (Third Grade).
33. Edwards, Miss Mallie, (Third Grade).
34. Yent, Miss Thelma, (Third Grade).
35. Bevis, Miss Maude, (Third Grade).
36. Reynolds, Miss Ella, (Third Grade).
37. Cadwallader, Miss Marguerite G., (First Grade).
38. Smith, Miss Mildred (First Grade).
39. Thompson, Miss Louise, (First Grade).
40. McRae, Miss Helen, (First Grade).
41. Bruce, Francis A., (First Grade).
42. McBride, Miss Bernalyn, (First Grade).
43. Futch, Miss Celestine, (First Grade).
44. Smith, R. Kalin, (First Grade).
45. Selter, Miss Edith, (First Grade).
46. Sarven, Miss Alice, (First Grade).
47. Freeman, Miss Helen, (First Grade).
48. Straw, Miss Frances, (First Grade).
49. Kennedy, Miss Ruth, (First Grade).
50. Carnine, Miss Helen, (First Grade).
51. Lynn, Miss Jennie, (First Grade).
52. Davis, Miss Daisy, (First Grade).
53. Hefner, Miss Edna, (First Grade).
54. Hedrick, Miss Arda, (First Grade).
55. Roop, Miss Virginia, (First Grade).
56. Gregory, Miss Elizabeth, (First Grade).
57. Albertson, Miss Louise, (First Grade).
58. Skilton, Miss Elsie, (First Grade).
59. Martin, Miss Marvel, (First Grade).
60. Fillingham, Miss Fern, (First Grade).
61. Steed, Miss Alice, (First Grade).
62. Adams, Miss May, (First Grade).
63. Friedlander, Miss Mae, (First Grade).
64. Watts, Miss Mildred, (First Grade).
65. Sheddan, Miss Carrie, (First Grade).
66. Palmquist, Miss Edith, (First Grade).
67. Harmon, Roy L., (First Grade).
68. McCall, A. D., (First Grade).
69. Odom, E. S., (First Grade).
70. Mixon, W. R., (Second Grade).
71. Mitchell, Miss Minnie, (Third Grade).
72. Southwick, Miss Hattie, (Third Grade).
73. Strom, Miss Gladys, (Third Grade).

74. Bevis, Miss Maude, (Second Grade).
75. Burns, Miss Ida, (Second Grade).
76. Edwards, Miss Mallie, (Second Grade).
77. Fredricksen, Miss Elenora, (Second Grade).
78. Harrison, Miss Willie B., (Second Grade).
79. Lockey, Miss Ruth, (Second Grade).
80. Nash, Miss Annie E., (Second Grade).
81. Strange, Miss Irma, (Second Grade).
82. Tatum, Miss Jewell, (Second Grade).
83. Wells, Miss Ruby D., (Second Grade).
84. Bannerman, Miss Mary, (First Grade).
85. Crosby, Miss Ethel, (First Grade).
86. Daniel, Miss Myrtle, (First Grade).
87. Eldredge, Miss Barbara, (First Grade).
88. Godwin, Miss Jewell, (First Grade).
89. Hutchison, Miss Nell, (First Grade).
90. Inman, Miss Hattie M., (First Grade).
91. Mellor, Miss Sadie, (First Grade).
92. Mathis, Miss Vida, (First Grade).
93. Kinney, Miss Sylvia, (First Grade).
94. Martin, Miss Katherine McF., (First Grade).
95. Middlethon, Miss Helen C., (First Grade).
96. McAlpin, Miss Allie, (First Grade).
97. McDavid, Miss Myrtle, (First Grade).
98. Nash, Miss Louise, (First Grade).
99. Pitchford, Miss Lucy, (First Grade).
100. Reed, Miss Dorothy L., (First Grade).
101. Rhodes, Miss Alice, (First Grade).
102. Shepard, Miss Alice, (First Grade).
103. Watson, Miss Margaret H., (First Grade).
104. Leacú, Miss Louise, (First Grade).
105. McQueen, Miss Laura, (First Grade).

SPECIAL CERTIFICATES.

The Certificates listed below were issued under Section 369 of the General Statutes, and under Section 11 of Chapter 7372, Laws of 1917. Prior to October 1, 1917, the examinations for these certificates were conducted by the State Superintendent, but under Section 11 of Chapter 7372, these examinations are conducted by the State Board of Examiners. Applicants are required to pass a satisfactory oral and written examination on each subject for which a special certificate may be issued and to make a grade on each subject not less than 90%. These certificates are valid for five years. The following is a list of the holders of Special Certificates:

No.

69. Lester, W. A., (Rhetoric, English Literature, Geometry, Trigonometry, General History).
70. Dush, Miss Willa M., (Shorthand, Bookkeeping).
71. Fetzen, H. D., (Algebra, Physical Geography).
72. Gunter, Charles H., (Latin, German, French, Spanish).
73. Forester, Miss Mattie, (Music).
74. Roberts, Miss Lurline, (General History).
75. Russell, M. E., (Latin).
76. Bernard, D. M., (Geometry, Trigonometry, Algebra).
77. Farris, Miss Leila F., (Physical Geograpny, Algebra, Geometry).
78. Farrow, John F., (Physics, Chemistry, Botany).
79. Montgomery, Miss Anne B., (Latin, Algebra, Trigonometry, Geometry).
80. Hemenway, Thos. B., (Biology, Physics, Geometry, Algebra).
81. Nevin, Miss Bessie, (Domestic Science).
82. Hoyt, Mrs. Grace A. Smith, (Drawing, Music).
83. Ingraham, Miss Margaret McMurray, (English Literature, General History).
84. Story, Miss Belle M., (Domestic Science).
85. Brown, Miss Lila, (Rhetoric, English Literature).
87. Cunningham, Miss Hester M., (German, Spanish).
88. Murphy, J. B., (Algebra, Latin).
89. Lucas, Miss Elizabetha, (Drawing).
90. Jeffries, Miss Angelina W., (Rhetoric, Ancient History, English Literature).
92. Parker, Mrs. Omera Holloway, (Physics, German, Geometry, Trigonometry, English Literature).
93. Beckwith, Liss Gladys, (General History).
94. Hemenway, Thos. B., (Chemistry).
95. Cate, W. A., (Physics).
97. Harris, Miss Pearl, (Latin).
98. Thomas, W. R., (Latin).
99. Dewar, A. E., (Botany, General History).
101. Wetzel, F. S., (Chemistry, Physics).
102. Griffith, Miss Lillian G., (Latin).
103. Schuyler, E. H., (Algebra, Geometry, General History).
106. Reece, J. I., (Geometry, Trigonometry, Physics, Rhetoric, General History).
108. Whitaker, W. S., (General History).
109. Crawford, Miss Estelle, (Latin).
110. Loftin, Miss Josie, (Rhetoric, English Literature).
111. Suter, Miss Maud, (General History, French).
112. Oldham, Miss Grace E., (General History, French).
113. Caldwell, Miss Grace, (Latin).
115. Seacole, Miss Mabel, (Botany).
116. Sumner, Glenn, (Botany).
117. Cribbsett, Miss Fay, (Algebra, Geometry, Trigonometry).
118. Lee, Miss Winnifred, (Botany, Zoology).
120. Draper, S. A., (Geometry, Botany).
121. Russell, M. E., (Psychology, Latin).

122. Granberry, J. A., (Psychology, General History, Latin).
123. Peele, Miss Rennie, (Rhetoric, English Literature, Latin).
125. Schaefer, Miss H. S., (French, Spanish, German).
127. Pace, T. P., (Botany, Zoology, General History).
128. Neate, E. W., (Manual Training).
129. Smith, S. A., (Rhetoric, English Literature).
130. Van Anda, Miss Hattie C., (Latin).
131. Rayle, Miss Madge, (Physics, Biology).
133. Mays, Mrs. D. H., (English Literature, General History).
134. Rutland, Miss Johnnie W., (English Literature, Rhetoric).
135. Parish, Miss Ethel, (Music, Art Drawing).
137. Cassidy, Miss Catherine, (Stenography).
139. Franklin, Miss Ida, (Rhetoric, English Literature).
140. Greene, M. W., (Chemistry, German).
141. Kirkpatrick, Miss Marivine, (Psychology).
142. Lander, C. H., (Botany, Zoology, Mechanical Drawing, Bench Work).
143. Martin, C. H., (Botany).
148. Rickards, Jas. S., (General History).
151. Turner, J. C., (Bookkeeping).
152. Weimer, P. E., (Chemistry).
155. Allen, Miss Elizabeth, (Manual Training, Bench Work).
156. Young, J. W., (Rhetoric, English Literature, Psychology).
161. Parkinson, Miss Elizabeth, (Domestic Science).
163. Mitchell, Miss Lucille Stanley, (Algebra, Physical Geography, General History, Domestic Science).
164. Crawford, Miss Genevieve, (Domestic Science).
166. Snider, Miss Lola Matilda, (Domestic Science).
167. Sheddan, L. McLin, (English Literature, General History).
168. Sheppard, Miss Mary M., (Trigonometry, Rhetoric).
170. Keen, D. E., (Commercial Arithmetic, Bookkeeping).
171. Barron, Mrs. Maud T., (Zoology, Rhetoric, General History).
172. Willatowski, Miss Lydia A., (Drawing).
173. Scott, Miss Katherine L., (Rhetoric, English Literature, General History).
176. Main, Miss Cora L., (Latin).
177. Guild, Miss Clara L., (Latin).
178. Glenn, Miss Blanche, (Domestic Science).
179. Parlin, Miss Alma B., (Domestic Science).
181. Otwell, Miss Ruth H., (Domestic Science).
182. Dale, Miss Ella A., (Latin).
183. Selter, Miss Alberta, (Domestic Science).
184. Patterson, Miss Corinne L., (Domestic Science).
185. Martin, Miss Katherine, (Domestic Science).
186. Brown, Miss Martha E., (Rhetoric, English Literature).
187. Chapman, Miss Anna Laura, (Domestic Science).
188. Graham, Miss Ruth E., (Physical Geography, Rhetoric, English Literature, Latin).
189. Posey, Mrs. Florine D., (Music).
190. DeLaney, Miss Eunice, (Geometry, Bookkeeping).
191. Haseltine, Hubert A., (Trigonometry).
184. Draper, S. A., (Trigonometry, Rhetoric).

195. Vernaelde, Henri Charles, (Rhetoric).
196. Marks, Miss Miriam C., (Rhetoric, English Literature, General History).
198. Riley, Roy R., (Trigonometry).
199. Ray, Miss Mary E., (Rhetoric, English Literature).
200. Carn, Miss Etta L., (Domestic Science).
201. Woodberry, Miss Mary Eunice, (Rhetoric, English Literature).
203. Bellamy, Miss Pearl M., (Botany, Rhetoric, General History, Latin).
205. Bellows, Miss Annie C., (English Literature, General History).
206. Fisher, Chas. M., (Spanish).
207. Ballard, Miss Eva, (Rhetoric, English Literature, General History).
208. McKenzie, Miss Margaret Estelle, (Botany, General History).
209. Law, Miss Ada Cooper, (Rhetoric).
210. Howard, Julian C., (Chemistry).
213. Buttel, Miss Elsa, (German).
217. Chapman, Miss Mattie P., (Latin).
218. Baumgartner, Miss Irene, (Trigonometry).
219. Lucal, Miss Kathryn W., (Domestic Science).
220. Tucker, Mrs. L. L., (Rhetoric, English Literature, Latin).
221. Lander, Mrs. Maud L., (Zoology, Domestic Science).
222. Gladwin, Miss Susan T., (Geometry, Zoology, Rhetoric, General History).
224. Apthorp, Miss Emma M., (Domestic Science).
225. Davis, Miss Fenton G., (General History, Latin).
226. Smith, Miss Elsie V., (Spanish).
227. Orr, Jas. L., (Physical Geography, Botany).
230. Harrell, Ira M., (Botany).
231. Neate, E. W., (Geometry, Trigonometry, Physics).
232. Carlton, Wilbur A., (Latin).
236. Ledbetter, Miss Clara B., (General History).
238. Barrett, Miss Mary B., (Rhetoric, English Literature, Psychology, General History, Latin).
239. Tomlinson, Miss May, (Rhetoric, English Literature).
240. Clyde, Mrs. J. R., (Physics, Rhetoric, English Literature, Domestic Science).
241. Lightner, Miss Jean, (Rhetoric, English Literature).
242. Walker, Miss Flora A., (Botany, Zoology, General History).
243. Davis, Miss Bertha V., (Algebra).
245. Teeter, Miss Lottie E., (Botany, Rhetoric).
246. Sparkman, W. Carey, (General History).
221. Lander, Mrs. Maud L., (Zoology, Domestic Science).
222. Gladwin, Miss Susan T., (Geometry, Zoology, Rhetoric, General History).
224. Apthorp, Miss Emma M., (Domestic Science).
225. Davis, Miss Fenton G., (General History, Latin).
226. Smith, Miss Elsie V., (Spanish).
227. Orr, Jas. L., (Physical Geography, Botany).

230. Harrell, Ira M., (Botany).
231. Neate, E. W., (Geometry, Trigonometry, Physics).
232. Carlton, Wilbur A., (Latin).
236. Ledbetter, Miss Clara B., (General History).
238. Barrett, Miss Mary B., (Rhetoric, English Literature, Psychology, General History, Latin).
239. Tomlinson, Miss May, (Rhetoric, English Literature).
240. Clyde, Mrs. J. R., (Physics, Rhetoric, English Literature, Domestic Science).
241. Lightner, Miss Jean, (Rhetoric, English Literature).
242. Walker, Miss Flora A., (Botany, Zoology, General History).
243. Davis, Miss Bertha V., (Algebra).
245. Teeter, Miss Lottie E., (Botany, Rhetoric).
246. Sparkman, W. Carey, (General History).
250. Fickling, Miss Tweedie, (Rhetoric, Domestic Science).
253. Caplinger, Miss Kate M., (Latin).
254. Groves, Miss Minnie, (General History).
255. Harwell, Miss Jean McG., (Domestic Science).
256. Clemont, Miss Josie, (General History).
257. Ezell, B. F., (Botany, Rhetoric, General History).
258. Reece, J. I., (Rhetoric, Psychology).
259. Williamson, Miss Dorothy D., (Geometry, Trigonometry, Botany, Physics).
260. Hodge, Miss Bertha, (Rhetoric, General History).
262. Huff, Miss Geneva E., (Domestic Science).
263. Gray, Miss Elizabeth M., (Rhetoric, English Literature, Latin).
264. Morse, Miss Lois C., (Rhetoric, English Literature, General History, Spanish).
265. Hosford, Robert L., (Physics).
266. Bingnam, Miss Florence Esther, (English Literature).
267. Cunningham, Miss Adelaide, (Latin).
268. Zella, Jos. W., (Physics).
269. Spence, Edward R., (Geometry).
270. Smith, Frank, (Rhetoric, English Literature, General History).
271. Buckham, Harold K., (Manual Training).
272. Young, Miss Ina Eclecta, (Latin).
273. Miller, E. H., (General History).
274. Hubbell, Miss Julia B., (Rhetoric, General History).
276. Tuttle, Arthur B., (Chemistry).
279. Yoder, Paul P., (Algebra, Geometry).
281. Sayers, Ephriam V., (General History).
282. Park, Miss Mary E., (Rhetoric, English Literature).
283. Rosell, W. Frank, (Physics, Chemistry).
284. Wilkinson, Miss Maude L., (Rhetoric, English Literature, Psychology).
285. Nelson, Miss Laura A., (Rhetoric).
287. Moffitt, Miss Edith E., (Rhetoric).
288. Landers, Chas. J., (Bookkeeping).
289. Matney, Argus J., (Latin).
290. Abernathy, Thos. M., (Latin, French).

291. Parker, Chas. M., (Trigonometry).
292. Dickie, Miss Mary Louise, (Domestic Science).
293. Heeter, Elmer E., (Chemistry).
294. McAlhany, Thos. D., (Physics, Manual Training).
296. Sleight, Geo. N., (Latin).
297. Crosland, Miss Mary W., (Domestic Science).
298. Gingrich, Irving, (Music).
299. Lindsey, Tasso T., (Manual Training).
300. Boutelle, Mrs. Madge W., (English Literature, Latin).
302. Hoyt, Miss Elsie P., (German).
303. Smith, Mrs. Flora E., (Geometry).
305. Sparkman, Miss Maude, (General History, Spanish).
307. Winn, Miss Sara Agnes, (Latin).
308. Carter, Miss Jeanette E., (French, Spanish).
309. Aaron, Miss Anne, (Latin).
310. Lee, Mrs. Laura, (Rhetoric, English Literature).
311. Cash, W. T., (Rhetoric, General History).
312. Tomlin, Mrs. Mary L., (Rhetoric, English Literature).
313. Snell, Miss Sarah Lois, (Geometry).
314. Johnson, Miss Rowena P., (Physical Geography, English Literature).
315. Bradford, Mrs. Lula B., (Rhetoric, English Literature).
316. Little, Winston W., (Geometry).
317. Mixon, Fletcher B., (Bookkeeper).
318. Moore, D. H., (Rhetoric, Bookkeeping).
319. Christ, Frank J., (Manual Training).
320. Webb, Robt. F., (Trigonometry, Physics, Rhetoric, English Literature).
321. Lucas, Miss Meda F., (Rhetoric, English Literature).
322. Rowe, Miss Ethel Inez, (Music).
323. Smith, H. J., (Geometry, Trigonometry).
326. Caldwell, Miss Hattie, (General History).
328. Hill, John L., (English Literature, General History).
329. Marks, George, (Trigonometry).
330. Condor, Miss Nevelle, (Domestic Science).
332. Stokes, Miss Essie Jeanette (Rhetoric, English Literature).
334. Johnson, Miss Notre M., (Rhetoric, English Literature).
335. Borger, Miss Georgia, (Botany, Zoology).
336. Foster, Miss Gertrude, (Algebra).
337. Franklin, Miss Mae, (Latin).
338. Clement, Miss Josie, (Botany, Rhetoric, English Literature, Latin).
339. Whitmire, Miss Lizzie Clyde, (Botany, Zoology, Rhetoric, English Literature).
340. Ireland, Miss Edna, (German, Home Economics).
341. Coffin, Miss Birdie Louise, (Home Economics).
342. Smith, Mrs. Flora E., (Geometry, Trigonometry, Rhetoric, English Literature).
343. Smith, Eston W., (Trigonometry, Zoology, Rhetoric, English Literature, Physical Geography).
346. Chapman, Miss Mattie P., (Botany, Rhetoric, English Literature, Psychology, General History).
347. Bassett, Mrs. Elva M., (Botany, Zoology).

348. Dondell, Miss Nannie N., (Home Economics).
351. Terry, Mrs. Helen M., (Rhetoric, General History).
352. Spence, E. R., (Algebra, Latin).
354. George, J. H., (Botany, Rhetoric).
357. Salter, Miss Kathryn C., (Botany, Rhetoric).
359. Maloney, Marciel M., (negro), (Home Economics).
360. Gibson, T. B., (Rhetoric).
361. Gibson, Miss Mary Ellen, (Rhetoric).
363. Warren, Miss Winnie, (Home Economics).
367. Ramsey, Miss Frances, (Rhetoric).
368. Campbell, C. G., (Latin).
369. Cooper, Miss Sadie Lucile, (Home Economics).
370. Godbey, Miss Lena D., (Botany, General History).
372. Moore, Miss Annie Elizabeth, (General History).
373. Winn, Miss Sarah Agnes, (English Literature, General History).
374. Willson, Guy H., (Botany, Agriculture).
375. Fryer, Miss Lude S., (Home Economics).
376. Dickinson, Miss Irene A., (Rhetoric, English Literature, Music).
377. Huffman, Samuel D., (Geometry, Botany, Zoology, Rhetoric, General History).
378. Key, Miss Jessie F., (Home Economics).
379. Wilkinson, Miss Mary, (Home Economics).
381. Morrell, Clarence B., (Rhetoric, General History).
382. Connor, Mrs. Annie S., (English Literature, Latin).
383. Wnetstone, D. M., (Bookkeeping).
386. McQuarrie, Miss Nellie, (Domestic Science, Domestic Art).
387. Harn, Miss Julia E., (Rhetoric, English Literature).
388. Freeman, Henry E., (Physics, Chemistry).
389. Johns, H. L., (Botany, Rhetoric).
390. Jackson, Miss Mary E., (Home Economics).
391. Williams, Miss Gertrude E., (Rhetoric).
394. Stebbins, Miss Mary H., (Botany, General History, Music).
395. Hawley, Miss Mary A., (Rhetoric, English Literature).
396. Fly, E. W., (Latin).
397. Frederick, B. D., (Bookkeeping).
399. Sears, Miss Mary E., (Rhetoric, English Literature, General History).
400. Gladwin, Miss Susan T., (Trigonometry, English Literature).
401. Stevens, Miss Howard D., (Trigonometry, Rhetoric).
403. Wentworth, Alton H., (Rhetoric).
404. McLaughlin, Miss Mary (English Literature).
406. Percival, Miss Nina I., (Geometry, Trigonometry, Zoology).
407. Bars, Miss Emma, (Home Economics).
409. Durrance, A. Marion, (Rhetoric).
410. Hill, Ruth L., (negro), (Domestic Art).
411. Watson, Miss Fannie A., (Geometry, Rhetoric).
412. Stiles, Miss Lenabelle, (Latin).

413. Hornaday, W. O., (Rhetoric).
414. Chandler, Miss Emma, (Drawing, Domestic Art).
415. McKenzie, Miss Estelle M., (Rhetoric).
416. Altman, Robt. D., (Geometry, Trigonometry).
418. Hodge, Miss Bertha F., (Botany, Zoology).
419. Youngblood, Mrs. Joe A., (Botany, Zoology, Rhetoric, English Literature, Psychology, Latin).
421. Haseltine, Hubert A., (General History).
422. Kahl, Miss Alice May, (Junior Latin).
423. Orr, Jas. L., (General History).
424. Harrell, Ira M., (Rhetoric).
425. Keith, Roscoe C., (Zoology, Rhetoric, General History).
426. McDavid, Miss Jimmie, (Botany, Rhetoric).
427. Walter, Miss Marie, (Domestic Art).
428. Mattingly, B. H., (Bookkeeping, Stenography).
429. Trexler, Duke C., (Botany, Zoology, Physics, Rhetoric).
430. Crone, Miss Alice M., (Rhetoric, English Literature).
431. Pinkerton, B. J., (Junior Latin).
432. Groman, Miss Mildred F., (Domestic Science).
433. Stanley, F. J., (Bookkeeping, Stenography).
435. Starlings, A. Knox, (Trigonometry, Zoology, Physics, Rhetoric, General History).
436. Hall, Mrs. Hugh P., (Rhetoric).
437. Watkins, John E., (Psychology, Spanish).
439. Shaw, Hubert deG., (Trigonometry, Physics, Chemistry, Spanish, German).
440. Stewart, Miss Nellie E., (Domestic Sciences).
441. Bryan, J. Shepard, (Rhetoric).
442. Robinson, Miss Anna Belle, (Domestic Science, Domestic Art).
443. Segner, Miss M. Estelle, (Music).
444. Merritt, Miss Mary B., (Rhetoric, English Literature).
445. Lovell, Mrs. Annis B., (General History, French).
446. Connor, Miss Mary C., (Music).
447. Neel, W. H., (Botany, Zoology).
448. Taylor, Miss Mary E., (Art Drawing).
449. Tidball, Miss Susan, (Rhetoric, English Literature).
450. Rickards, Jas. S., (English Literature).
451. Lawrence, Miss Barbara, (Junior Latin, Domestic Science, Domestic Art).
452. Fry, Miss Amy L., (Geometry).
453. Burrows, Miss Grace M., (Geometry, General History).
454. Groom, C. L., (General History).
455. Bartlett, Miss Lois, (Domestic Science).
456. Padgett, Miss Ina, (Domestic Science).
457. Switzer, Wesley L., (Botany, Chemistry).
458. Moore, D. H., (English Literature).
459. McBrien, Rufus O., (Manual Training).
460. Barns, Miss Florence E., (Rhetoric, English Literature).
461. Groom, J. Leonard, (Biology).
462. Bryan, Miss Christine M., (Rhetoric, English Literature, Latin).
463. Hinson, M. R., (Botany, Zoology, General History).
464. Bratzel, Ernest, (German).

465. Jonakin, Seisel N., (French, Spanish, German).
466. Dillingham, Miss Mary W., (General History, Latin).
467. Evans, Miss J. Beatrice, (Rhetoric, English Literature).
468. Ford, W. W., (Manual Training, Mechanical Drawing).
470. Meighen, Miss Marjorie, (Domestic Science, Domestic Art).
471. Barber, Mrs. Annie B., (General History).
472. Little, Winston W., (Trigonometry, Physics, Chemistry).
474. Hatch, Arthur L., (Rhetoric, English Literature, General History, Latin).
475. Cushman, Miss Lucy C., (Domestic Science, Domestic Art).
476. Bucher, E. G., (Algebra, Physics, Chemistry).
477. Woodward, S. L., (Geometry, Rhetoric).
478. Hatch, Frederick B., (Trigonometry).
479. Cash, W. T., (Psychology).
480. Cawthon, Mrs. Anne W., (Geometry, Trigonometry).
481. Dickinson, Miss Irene A., (French).
483. Gee, Clough Farrar, (Manual Training).
484. Hamblen, Miss Evelyn, (Latin).
485. Hastings, W. W., (Geometry).
486. Ingrom, Miss Mary Helen, (Spanish).
487. Jackson, Andrew E., (Rhetoric, General History).
488. Kinard, Miss Jessie Mae, (Rhetoric).
491. Enlow, E. R., (Chemistry, German).
492. Lockey, Mrs. Xuripha, (Rhetoric, General History).
493. Long, Chas. M., (Rhetoric, English Literature, Latin).
494. McConnell, Miss Mildred Louise, (English Literature).
495. McCulley, Ernest, (Bookkeeping, Shorthand).
496. Miller, Miss Audrey, (Penmanship).
497. Miller, Chandler E., (Bookkeeping).
498. Mills, Mrs. Mary P., (Music).
499. Robertson, Miss Grace D., (General History, Latin).
500. Switzer, Wesley L., (Zoology).
501. Webb, Robt. Fulton, (Spanish).
502. Witter, Miss Jennie Belle (Latin).
504. Maynard, T. P., (Bookkeeping).
505. Farrow, J. Frank, (Agriculture).
506. Clawson, Mrs. H. J., (Geometry, Chemistry).
507. Davison, Miss Esther, (Rhetoric).
508. Faulk, Miss Leola O., (Rhetoric).
509. Keen, Mrs. Etta L., (Stenography).
510. Evans, Miss Ethel H., (Domestic Science, Domestic Art).
511. Henderson, Miss Ollie G., (Domestic Science, Domestic Art).
512. Willatowski, Miss Lydia A., (Music).
514. Manning, Miss Ella Lee, (Botany, Zoology, Rhetoric, English Literature).
516. Priest, Mrs. Jessie N., (Botany, Rhetoric, Psychology, Latin).
518. Riley, Roy R., (Geometry, Agriculture).
519. Howell, Richard F., (Rhetoric, General History).
522. Metcalf, Harry G., (General History).
523. Wilson, Miss Anna D., (Domestic Art).

524. Nelson, Miss May M., (Latin).
525. Brown, Miss Harriet F., (Geometry, Rhetoric).
526. Gault, B. H., (Botany, Zoology, Rhetoric, English Literature, Psychology, General History, Latin).
527. Golden, Miss Bessie, (Rhetoric, English Literature, General History).
528. Cole, Miss May, (Geometry, Rhetoric, Psychology).
529. Gamble, Miss Jane, (French).
530. Percival, Miss Nina I., (Zoology, Physics).
532. Priest, Mrs. Jessie N., (Geometry, Zoology, English Literature, General History).
533. Archer, Miss Marguerite E., (Geometry).
534. Bryan, Miss Helen D., (Rhetoric).
535. Clyatt, T. J., (Rhetoric, Psychology).
536. Wallis, Miss Thedasia O., (Domestic Science, Domestic Art).
537. Dew, Miss L. Bernice, (General History).
538. Taulbee, Miss Maggie D., (Geometry, Trigonometry, Rhetoric, English Literature).
539. Graham, T. Watson, (Botany, Zoology, Rhetoric).
541. Herlong, Miss Myra V., (Zoology, Rhetoric).
542. Ritter, Mrs. Angela, (Latin, Music).
543. Clinkenbeard, Mrs. Genevieve V., (Music, Art Drawing).
544. Coker, Miss Helen, (Geometry, Trigonometry, Botany, Zoology, Physics, Rhetoric, Psychology).
545. Pederson, Neils, (Manual Training).
546. Stribling, Miss Grace A., (Domestic Science, Domestic Art).
547. Cates, Miss Blondza B., (Geometry, Chemistry, Biology).
548. Bovay, Claude C., (Botany, Rhetoric, Bookkeeping).
549. Stokes, Miss Essie, (Botany, Rhetoric, Psychology).
550. McWherter, Miss Merle, (Botany).
551. Boyd, Miss Carrie Benie, (Rhetoric, English Literature, Psychology, General History).
552. Daniell, Miss Lola Lee, (Spanish, Music).
553. Stout, Alex M., (Botany).
554. McKnight, Eury M., (Geometry, Botany, Zoology, Rhetoric).
555. Donaldson, Malcolm G., (Rhetoric, Biology).
556. Harris, Miss Nannie D., (Rhetoric, English Literature).
557. Warner, Mrs. Beulah M., (Psychology, History of Education, Pedagogy).
558. Wicker, Miss Jewel, (Rhetoric, Psychology, Latin).
559. Gresham, R., (Botany, Zoology, Physics, Chemistry).
560. McDonald, Miss Mabel E., (English Literature).
561. Wardroper, John H., (Botany, Zoology, Rhetoric).
562. Crain, Edward H., (English Literature).
563. Hodge, R. Randolph, (Botany, Zoology, General History).
564. Brooks, Coleman A., (Geometry, Botany, Zoology, General History, Junior Latin).
565. Brown, Miss Sallie, (Latin).
566. Petty, Miss Olive M., (Music).
567. Bowers, Roy B., (Physics, Rhetoric, English Literature, Psychology).

568. Morrow, Albert R., (Rhetoric).
569. Davis, Miss Belle (English Literature).
570. Clyburn, Miss Nellie B., (General History).
571. Metcalf, Harry G., (Rhetoric, English Literature).
572. Durrance, Oscar L., (Geometry, Botany, Rhetoric).
573. Bishop, W. B., (Rhetoric).
574. Daniel, Miss Bertha, (Geometry, Trigonometry, English Literature, Psychology, General History, Latin).
576. Wilder, Miss Margaret G., (Trigonometry).
577. Sheppard, Miss Annie L., (Rhetoric).
578. Williams, R. O., (Bookkeeping).
579. Mires, Jno. L., (Zoology).
580. Matthews, Vassa C., (Rhetoric).
581. Haseltine, H. A., (Geometry, Trigonometry).
582. Elder, Miss Ina C., (Geometry, Latin).
583. Burns, Pius E., (Rhetoric, English Literature, General History, Psychology).
584. Chambers, H. P., (Botany, Zoology, Rhetoric).
585. Richardson, Mrs. Ruby G., (Bookkeeping).
586. George, J. H., (Botany, Zoology, Physics, Rhetoric, General History).
587. Munroe, Miss Anna Helen (Domestic Science, Domestic Art).
588. Nash, Miss Mary W., (Botany, Zoology, Rhetoric, English Literature, Psychology, General History).
589. Campbell, Christopher G., (Zoology, Physics).
590. Caldwell, Miss Hattie, (English Literature, Latin).
591. Faulk, Miss Leola O., (English Literature, General History).
592. Johnson, Miss Zola Inez, (Rhetoric).
593. Altman, Robt. D., (Physics).
594. Ross, Miss Miriam C., (Trigonometry, Rhetoric, General History).
595. Crumly, Chas. W., (Geometry, Botany, Zoology, Physics, Chemistry, Rhetoric).
596. Hostord, Robt. L., (Rhetoric, Latin).
597. Mann, Mrs. Edna D., (Music).
598. Boyle, Miss Mary Vic, (Trigonometry).
599. Laffitte, Miss Elsie N., (Botany, Zoology, General History).
600. McKenzie, Miss Estelle, (Zoology).
601. Hinson, M. R., (Geometry, Botany, Rhetoric).
602. Nash, Miss Emily, (Geometry, Trigonometry, Botany, Rhetoric, English Literature, Zoology).
603. Beach, Miss Mary J., (Bookkeeping).
604. Purdue, Miss Florence E., (Botany, General History).
605. Smith, Hilary H., (Rhetoric, General History).
606. Norris, Mrs. Olive, (Rhetoric, English Literature).
607. Aylesworth, Miss Marie, (Rhetoric).
608. Johnson, Arthur F., (Botany, Zoology, Rhetoric, General History).
609. McInnis, Sam W., (Geometry, Botany, Zoology, Rhetoric).
610. Ross, Miss Alberta K., (General History).

611. Graves, F. D., (Geometry).
612. Bush, Coleman H., (Bookkeeping, Shorthand).
613. Babcock, Miss Doris A., (Domestic Science, Domestic Art).
614. Scheie, Lief Ericson, (Rhetoric, General History).
615. Kards, T. H., (Bench Work).
616. Frazier, Perry G., (Manual Training).
617. Gordon, Miss Ammonette, (Rhetoric, Latin).
618. Hathaway, J. J., (Psychology, History of Education, Theory and Practice).
619. Curtis, John R., (Geometry, Trigonometry, Physics, Chemistry, Biology).
620. Robbins, Miss Ruth, (Rhetoric, English Literature, General History).
621. Weldon, Miss Nell, (Rhetoric, English Literature).
622. Evans, Miss Rachel T., (Latin).
623. Rigg, Miss Mary, (Domestic Science).
624. Walker, Miss Anita J., (Rhetoric).
625. Clawson, Mrs. E. R., (Physics, Rhetoric).
626. McIlvaine, Miss Ruth T., (Domestic Science).
627. Richey, Miss Helen L., (Domestic Science, Domestic Art).
628. Klinger, Mrs. Florence, (Physical Geography).
629. McCain, Miss Mildred, (Rhetoric, English Literature).
630. Cooper, Miss Mabel R., (Spanish).
631. Jenkins, Miss Mary Agnes, (General History).
632. Reisinger, John A., (Manual Training).
633. Cole, Clarence E., (Rhetoric, General History).
634. Portz, Harvey O., (Geometry).
635. Hanson, Leslie D., (French).
636. Galloway, Miss Katie Mae, (Domestic Science, Domestic Art).
637. Burney, Miss Margaret Sue, (Psychology, History of Education, Theory and Practice).
638. Bush, Claude A., (Botany, Chemistry).
639. Carter, Miss Hazel, (Domestic Science, Domestic Art).
640. Bratzel, E., (General History, Spanish).
641. Lipscomb, Miss Anne E., (General History).
642. Dawson, Janie Mae, (negro), (Domestic Science).
643. Rudolph, Miss Freda F., (Domestic Art).
644. Brandt, Miss Dora D., (Art Drawing).
645. McDonald, J. George, (Geometry, Trigonometry).
646. Wallace, Miss Maude E., (Domestic Science, Domestic Art).
647. Kuder, Edward M., (Chemistry, Rhetoric, English Literature, General History).
648. Coffey, Mrs. Cora N., (General History).
649. Gray, Miss Carrie Lou, (Domestic Art).
650. Jamieson, Mrs. Edna S., (Geometry, Trigonometry).
651. Paul, Miss Lavinia, (Art Drawing).
652. Fisher, Miss Edna M., (Latin).
653. Kittrell, Miss Frances, (Art Drawing, Music).
654. Rogers, Ross, (Rhetoric, English Literature, General History).
655. Overall, James E., (Physics).
656. McDavid, Miss Jimmie, (Botany, General History).

657. Pillans, Mrs. W. P., (Music).
658. Zeller, Josepa W., (Mechanical Drawing).
659. McDonald, Miss Clara R., (French).
660. Brewer, Miss Mary Irene, (Rhetoric, General History).
661. Eddy, Mrs. Lillian G., (Algebra, Geometry, Trigonometry).
662. Tydings, Miss Ellie B., (Spanish).
663. Reeves, Miss Lottie E., (Music).
664. Carter, Mrs. Eugene, (Rhetoric, English Literature).
665. Burger, Tyrus L., (Music).
666. Brickel, H. C., (Manual Training, Bench Work).
667. Hill, Miss Alice J., (Music).
668. Purdue, Miss Florence E., (Rhetoric).
669. Aaron, Miss Annie, (General History).
670. Crawford, Miss Clara N., (General History, Latin).
671. Sutton, Miss Beulah, (English Literature).
672. Morris, Miss Lulu, (Domestic Science).
673. Boyle, Miss Anna M., (English Literature, Psychology).
674. Kruse, Miss Nellie, (Zoology).
675. Shaw, Miss Amy Irene, (Rhetoric, English Literature, Psychology).
676. Diamond, J. T., (Psychology, History of Education, Theory and Practice).
677. Key, Miss Sarah I., (Art Drawing, Music).
678. Brickel, Mrs. Estelle G., (Domestic Art).
679. Winslow, W. H., (Psychology, Latin).
680. Rencher, W. O., (Geometry, Trigonometry, Rhetoric, English Literature, General History, Latin).
681. Donaldson, Miss Sara E., (Geometry, Latin).
682. Bernard, D. Meade, (Algebra, Geometry, Trigonometry).
683. Bellah, Miss Maybelle, (Rhetoric).
684. Hanson, S. Harry, (Botany).
685. Carter, Miss Jeannette E., (Rhetoric, German).
686. Osborn, Miss Virginia, (Domestic Science, Domestic Art).
687. Stewart, Miss Margaret, (Art Drawing).
688. Grasty, Miss Isabel, (Physics, German).
689. Hall, Lester A., (Geometry, Manual Training).
690. Hargitt, Miss Clara B., (Domestic Science, Domestic Art).
691. Faulkner, F. E., (Rhetoric, Literature).
692. Norton, Mrs. Mary L., (Physical Geography, Psychology, Theory and Practice).
693. Brown, Miss E. Rosalie, (English Literature, Psychology).
694. Enlow, Elmer R., (Geometry, Trigonometry, Physics, Psychology).
695. Doland, Miss S. Madeline, (Latin).
696. Simpson, Miss Lucy, (Geometry).
697. Klinger, Oscar G., (Psychology).
698. Crawford, Miss Clyde, (Psychology).
699. Snyder, Miss Laura Mae, (Psychology).
700. Kaufman, Miss Dorothy, (Psychology).
701. Hathaway, Thos. J., (Botany, Zoology, Rhetoric, Psychology, History of Education, Pedagogy).
702. Riley, R. R., (Trigonometry, Botany, Zoology, Rhetoric, Psychology).

703. Clower, Miss Flora L., (Domestic Science, Domestic Art).
704. Mays, Mrs. Emma A., (Geometry, Trigonometry).
705. Walker, Geo. W., (Geometry, Rhetoric, Latin).
706. Singletary, A. M., (Geometry, General History).
707. Ingalls, Miss Flora A., (Trigonometry, Botany, Zoology, Physics, Rhetoric, Latin).
708. Stroud, Miss Janie I., (Domestic Science, Domestic Art).
709. Randall, Miss Leila L., (Domestic Science, Domestic Art).
710. Douglas, James A., (Psychology, History of Education, Theory and Practice).
711. Milton, Miss Lucy H., (Domestic Science, Domestic Art).
712. Bryan, Miss Virgie, (Botany, Rhetoric, Psychology).
713. Townsend, Lewis F., (Rhetoric).
714. Shelbourne, Mrs. Alice L., (Rhetoric, English Literature).
715. Dutton, Mrs. Lauretta L., (Botany, Zoology, Rhetoric, English Literature).
716. Leib, Miss Ida B., (Music).
717. Joins, H. L., (Zoology).
718. Jackson, Miss Ida, (Domestic Science, Domestic Art).
719. McEwen, R. O., (Psychology).
720. McEwen, Mrs. Merle, (Rhetoric, Psychology).
721. Hickman, Miss Minnie E., (Rhetoric).
722. Williams, Mrs. Daisy, (Domestic Science).
723. Day, Miss Buda D., (Geometry).
724. Leader, Mrs. Emily C., (General History).
725. Vause, Miss Ida Irene, (Rhetoric, General History).
726. Geiger, M. Percy, (Chemistry).
727. Appleby, Miss Anna M., (General History).
728. Scurry, Miss Effie, (Geometry, Trigonometry).
729. Howard, Miss Ruby L., (Trigonometry, Botany, Zoology, Rhetoric, English Literature, General History, Latin).
730. Bullard, Newton H., (Geometry, Physics).
731. Nelson, Chas. H., Jr., (Geometry, Manual Training).
732. Yon, Peyton L., (Botany, Zoology, General History).
733. McQuarters, Miss Eva C., (Rhetoric, English Literature, General History).
734. Witherstine, Miss H. Ruth, (Latin).
735. Pedersen, Miss Gertrude, (Domestic Science, Domestic Art).
736. Roberts, Miss E. Hazel, (Domestic Science, Domestic Art).
737. Dew, Miss L. Bernice, (Trigonometry, Botany, English Literature).
738. Bryan, Miss Christine M., (Latin).
739. Jones, Miss Eppes V., (Zoology).
740. Malin, Miss Annetta S., (Psychology).
741. Reed, Miss Esther E., (General History).
742. Chaffer, Herbert J., (Geometry, Trigonometry, Botany, Psychology, Latin).
743. Tervin, Miss Pearl B., (Domestic Science).
744. Fisher, Mrs. Eva Dean, (Rhetoric, English Literature).
745. Harn, Miss Julia E., (Domestic Science, Domestic Art).
746. McInnis, Sam W., (Trigonometry, Physics, English Literature, Psychology, Latin, Bookkeeping).

747. DeVane, Miss Connie R., (Domestic Science, Domestic Art).
748. Langston, Miss Frances M., (Botany, Zoology, Rhetoric).
749. Semmes, Miss Catherine, (Geometry, Trigonometry, Physics, Rhetoric, Psychology, General History).
750. McGaugh, Miss Inez M., (Psychology, History of Education, Theory and Practice).
751. Whiteaker, Ulysses S., (Zoology, Rhetoric).
752. Blake, Mrs. Courtney M., (Psychology).
753. Lamons, Miss Mabel, (Botany).
754. Hawley, Miss Mary A., (French).
755. Grimm, Miss Alta M., (Botany, Zoology, Domestic Science).
756. Grimm, Miss Hazel V., (Rhetoric, English Literature).
757. Singletary, Miss Theo., (Rhetoric, English Literature).
758. Phelps, J. Theo. (Geometry, Zoology, Psychology).
759. Gosnell, Cullen B., (Rhetoric, English Literature).
760. McKinnon, J. F., (Geometry, Rhetoric, Psychology).
761. Bowden, Haygood S., (Bookkeeping).
762. Curington, O. V., (Zoology, Rhetoric, Psychology).
763. Nichols, Mrs. Gillian R., (Psychology).
764. Hubbell, Miss Affa, (Algebra, Rhetoric, English Literature, General History, Latin).
765. Hawthorn, Miss Harriet, (Domestic Science, Domestic Art).
766. Morse, Miss Mary, (Domestic Science, Domestic Art).
- 766 1-2. Stevens, Miss Howard D., (Geometry).
767. Mays, Miss Elizabeth, (General History).
768. McGregor, Mahlon S., (Rhetoric, English Literature, Latin).
769. Schneider, Miss Elsie, (Rhetoric, English Literature).
770. Boutelle, Mrs. Margaret W., (Rhetoric, Psychology, History of Education, Theory and Practice).
771. Frink, Miss Nellie B., (Trigonometry, Botany, Zoology, Rhetoric, English Literature, Psychology).
772. Hill, Miss Maomi F., (Chemistry).
773. Johns, Miss Mary Selma, (Geometry, Botany, Zoology, Rhetoric, General History).
774. Currie, Miss Christian, (Music).
775. Benson, Miss Olga D., (Rhetoric).
776. Peek, Miss Lois C., (Rhetoric, English Literature).
777. Cole, Miss May, (Botany, English Literature, General History).
778. Aylesworth, Miss Marie, (Zoology, English Literature).
779. Alderman, Miss Myra, (Rhetoric).
780. Broward, Miss Elsie, (Domestic Science, Domestic Art).
781. Lucas, Miss Elizabeth T., (Art).
782. Burns, Pius E., (Geometry, History of Education, Theory and Practice).
783. Gaunt, Miss Tommie V., (Domestic Science).
784. Blitch, Miss Mary M., (Latin).
785. Claxon, Miss Blanche, (Rhetoric).
786. Harper, H. C., (Geometry, Physics, Psychology).
787. Duval, Miss Mabel A., (Botany, Rhetoric, Psychology).

788. Tanner, Miss Julia S., (General History).
789. Phares, Miss Florence M., (Music).
790. Lunder, Walter H., (Manual Training).
791. Shepard, Miss Annie L., (Psychology).
792. McMullen, Mrs. Mabel, (Rhetoric, English Literature, General History).
793. Steele, Ralph H., (Manual Training).
794. Cage, Miss Susie E., (Domestic Art).
795. Crain, Edward H., (Rhetoric).
796. Lovell, Mrs. Annis B., (English Literature).
797. Grant, Miss Celia, (Domestic Science, Domestic Art).
798. Woodbery, Miss Mary E., (French).
799. Johnson, Miss Sara Aliene (Rhetoric, General History).
800. Feagle, Wm. B., (General History).
801. Russ, Fletcher G., (Rhetoric, Psychology).

CHAPTER 7372.

1. McLaughlin, Wm. Ambrose, (Junior Latin).
2. Feagle, Wm. B., (Latin).
3. Butler, Nathan T., (General History, Spanish).
4. Malphurs, Jasper G., (Geometry, Botany, Zoology, General History).
5. Carter, Mrs. Sara N., (Zoology, Psychology, General History).
6. Helms, Miss Annie R., (Algebra, Latin).
7. Worcester, Miss Lenora, (Domestic Science, Domestic Art).
8. Hubbard, Mrs. J. R., (Music).
9. Saunders, Miss Mildred, (Botany, General History, Spanish).
10. Breeden, Allison B., (Algebra, Botany, Zoology).
11. Payne, Joseph C., (Penmanship).
12. Holmes, Miss Frances, (Music).
13. Macfarlane, Miss Mary E., (General History).
14. Stubbs, Miss Lela M., (Junior Latin).
15. Brown, Miss Alice K., (Junior Latin).
16. Graham, Benjamin C., (Psychology, History of Education, Pedagogy).
17. Banes, Miss Amy H., (Rhetoric).
18. Tucker, Linton L., (Botany, Zoology, English Literature).
19. Busby, Verlin W., (Manual Training).
20. Markus, Miss Ruth E., (Domestic Science, Domestic Art).
21. Connor, Miss Mary C., (Art Drawing).
22. Harwell, Miss Jane W., (Domestic Science, Domestic Art, French).
23. Koontz, W. S., (Algebra, Geometry, Zoology).
24. Peterson, Miss Milma J., (Junior Latin).
25. Timmons, Miss Vivian A., (Art Drawing).
26. Grasty, Miss Isabel, (Latin, French).
27. Reynolds, Miss Cora Belle, (Music).
28. Walker, Mrs. Nell Kruse, (Physics, Botany, German).
29. Walker, Wm. D., (Algebra, Geometry).
30. Barron, Mrs. Maude T., (English Literature).
31. Weaver, Oscar T., (Latin, Rhetoric, English Literature).

32. Osborne, Miss Virginia, (Rhetoric, English Literature, Psychology).
33. McKean, Mrs. Emily E., (Rhetoric, English Literature, Home Economics).
34. Baugh, Wm. C., (Bookkeeping, Penmanship, Stenography and Typewriting).
35. Harmon, Homer N., (Manual Training, General Science).
36. Mink, Richard Henry, (Latin, General History, Spanish).
37. Mays, Miss Isabel Stuart, (Spanish).
38. Parrish, Miss Jocie, (Rhetoric, General History).
39. Bullard, N. H., (Botany, English Literature, Psychology).
40. Sampson, Geo. M., (Geometry, Physics, Latin, Rhetoric, Psychology).
41. Mills, Miss Ruth A., (Domestic Science).
42. Simkins, Miss Bessie L., (Domestic Science, Domestic Art).
43. Walker, Fred W., (Manual Training).
44. Story, Claire Franklin, (Manual Training).
45. Young, Miss Mary L., (Domestic Science, Domestic Art).
46. Rawson, Miss Eleanor M., (English Literature).
47. Williams, Miss Essie May., (General History).
48. Baehr, Miss Maebelle, (Domestic Science, Domestic Art).
49. Weaver, Miss Marion Lucile, (Algebra, General History).
50. Oldham, Miss E. Grace, (General History, French).
51. Bryan, Miss Helen D., (English Literature).
52. Burke, Miss Isabel H., (Domestic Science, Domestic Art).
53. McDavid, Miss Jimmie, (Latin).
54. Clawson, Mrs. Everetta R., (Geometry).
55. Martin, Miss Kathrine, (Rhetoric).
56. Fullerton, Mrs. Gertrude M., (Rhetoric, English Literature).
57. Littleton, Dr. Jesse T., (French).
58. Saunders, Miss Maude, (Chemistry).
59. Douglas, James A., (Pedagogy).
60. Carter, Mrs. Sara N., (Zoology, Psychology, General History).
61. Wall, Simeon V., (Botany).
62. Hasty, Miss Bertha Louise, (English Literature, General History).
63. Atkins, Joan M., (Manual Training).
64. Langston, Bernard G., (Physics, Rhetoric, English Literature, Civil Government).
65. Withers, Aubrey V., (Rhetoric, General History).
66. Webb, Miss Katherine D., (General History).
67. Overhultz, J. N., (Latin).
68. Oliver, Miss Eleanor, (Rhetoric, Psychology).
69. Terrell, W. R., (Botany, Latin).
70. Smith, R. K., (Psychology).
71. Cranford, Miss Mary M., (Junior Latin).
72. Tucker, L. L., (Rhetoric, Psychology).
73. Bullard, N. H., (Trigonometry, Zoology, Rhetoric, General History).
74. Henderson, Y. A., (General Science).
75. Lee, Mrs. Laura M., (General History).

76. Bayne, Miss Sara H., (Rhetoric).
77. Finlay, Miss Hattie M., (French, German, Spanish).
78. Stearns, Miss Dorothy R., (Music).
79. Doland, Miss S. Madeline, (Rhetoric).
80. Gooding, Miss Mary W., (Geometry, Trigonometry, Rhetoric).
81. Welch, Miss Harriet B., (English Literature).
82. Watkins, John E., (General History).
83. Burgos, Mrs. Adela F., (Spanish).
84. Miller, Francis M., (Manual Training).
85. Hinsly, Miss Olive I., (Domestic Science, Domestic Art).
86. Bruner, Miss Mae A., (Rhetoric, English Literature).
87. Aycock, Miss Pearl, (Algebra, Geometry, Trigonometry).
88. Caplinger, Miss Kate M., (Botany, English Literature, General History).
89. Coleman, Archie M., (Chemistry, Manual Training, Agriculture).
90. Abercrombie, A. Lincoln, (Chemistry, Bookkeeping, Manual Training, Mechanical Drawing).
91. Buchholz, F. W., (Political Economy).
92. French, Roy L., (Chemistry, Bookkeeping).
93. Shelbourne, Mrs. Alice L., (General History, American Literature).
94. Brown, Miss Martha E., (General History).
95. Sloan, Miss Isabel, (French).
96. Cox, Miss Marie, (Domestic Science, Domestic Art).
97. Stillwell, L. A., (Manual Training).
98. Converse, Miss Eleanor D., (Latin, Rhetoric, General History, Physical Geography, General Science).
99. Williams, A. D., (Ancient History).
100. Chapman, Miss A. Laura, (Rhetoric, English Literature, General History).
101. Dow, C. W., (Physical Training).
102. Crowson, E. H., (Rhetoric, English Literature, General History, Chemistry).
103. Morris, Miss Nellie J., (Physics).
104. Priest, W. D., (Bookkeeping).
105. Johnson, M. J., (Zoology).
106. Golden, Miss Bessie, (Botany, Latin, Rhetoric, English Literature, Psychology, General History).
107. Harding, Miss Florida, (Drawing).
108. Cate, Wm. A., (Physics, Botany, General Science).
109. Dill, Wm. P., (Algebra, English Literature).
110. Smith, R. K., (Physics, Botany).
111. Auxier, Wm. A., (Manual Training, Mechanical Drawing).
112. Stevens, Miss Cornelia A., (Bookkeeping, Commercial English).
113. McCorkel, Jas. F., (Penmanship).
114. Banes, Miss Amy H., (Geometry, Trigonometry).
115. Sumner, Glenn, (Latin, Rhetoric, General History).
116. Sloan, Miss Isabel, (Spanish).
117. Tibbetts, Miss Marjorie, (General History).
118. Faulds, N. M., (Physics, Manual Training).

119. Stansfield, Miss Martha, (Latin, French).
120. Vaughn, Miss Edna M., (Domestic Science).
121. Courtney, Miss Mary, (Algebra, Physical Geography).
122. Dorsey, Mrs. Mattie (Domestic Science).
123. Harrel, Mrs. Willie L., (Algebra, Physical Geography).
124. McDuffie, Miss Lizzie Belle, (Algebra, Physical Geography).
125. Oliver, Miss Eleanor, (Zoology, English Literature).
126. McClinton, Miss Annie L., (Rhetoric).
127. Wine, Wm. D. G., (Geometry, Botany, Latin, English Literature, General History).
128. Malphurs, J. G., (Geometry, Trigonometry, Botany, Zoology, Rhetoric, General History).
129. Hardy, Albert L., (Botany).
130. Langston, Miss Frances M., (Geometry, General History).
131. Powell, Miss Lucy N., (Rhetoric, English Literature, English History, High School Civics).
132. Smith, R. K., (General History).
133. Kinney, Miss Sylvia, (Domestic Science, Domestic Art).
134. Brandon, Miss Harriet C., (Domestic Science, Domestic Art).
135. Maxwell, Mrs. Mary Belle, (Latin).
136. Williams, Fred T., (Algebra, Geometry).
137. Wine, Wm. D. G., (Trigonometry, Zoology, Rhetoric, Psychology).
138. Williams, Miss Marian B., (General History).
139. Jordon, Mrs. Lucie W., (Drawing).
140. Gamble, Mrs. Nevada L., (Music).
141. Swain, Miss Marian, (Domestic Science, Domestic Art).
142. Gray, Miss Carrie Lou, (Domestic Science).
143. Gault, Bernie H., (Trigonometry).
144. McKean, John E., (Algebra, Geometry, Rhetoric, English Literature, Psychology, General History, Pedagogy, General Science).
145. Perry, Thos. A., (Botany).
146. McCay, Robt., (Expression).
147. Denman, Miss Virginia, (Algebra, Rhetoric, Ancient History).
148. Zoll, Robt. L., (Music).
149. Moffitt, Wm. V., (Manual Training).
150. Eschbach, Dilworth G., (Physics, Zoology, General Science).
151. Fillers, Alvin H., (Physics, Botany, Zoology, Chemistry, General Science).
152. Donaldson, Miss Sara E., (Trigonometry).
153. Wiley, Miss Myra R., (Rhetoric, English Literature).
154. Platt, Miss Rosetta F., (French, Spanish).
155. Welch, Miss Harriet B., (Rhetoric, French).
156. Fletcher, Horace B., (Zoology, Rhetoric, English Literature, General History).
157. Kilgore, Miss Mary, (Rhetoric, English Literature).
158. Voorhis, Mrs. Anna P., (French).
159. Sabin, Miss Blanche M., (Domestic Science, Domestic Art).

160. Hamilton, Miss Goldie M., (Rhetoric, English Literature, American Literature).
161. Ross, Miss Vita A., (Algebra, Physical Geograpay).
162. Kelter, Miss Susie, (Algebra).
163. Durrell, Eldredge D., (Spanish).
164. Terrell, W. R., (Geometry, Physics, Botany, Zoology, Latin, Psychology).
165. Overhultz, J. N., (Trigonometry, Zoology).
166. Sims, Mrs. Florence M., (Algebra, Latin, Rhetoric, English Literature, American Literature).
167. Benson, Miss Maggie S., (Domestic Science).
168. Suter, Miss Maud, (General History, French).
169. Waite, Miss Florida, (Stenography).
170. Wheeler, Forest A., (Latin, English Literature, General History).
171. Callaway, Miss Anna B., (Chemistry).
172. Schornherst, Mrs. Harriet, (Raetic, English Literature, American Literature).
173. Rumbold, Miss Jean W., (Rhetoric).
174. Klinger, Mrs. Florence C., (Botany, Zoology, Domestic Science, Domestic Art).
175. Semmes, Miss Catherine, (General History).
176. Childs, Miss Evelyn L., (Spanish).
177. Brown, Miss Marian C., (Physics, Zoology).
178. Chambers, Harley P., (Botany, Zoology, Latin, Psychology).
179. McKinnon, John F., (Zoology).
180. Crain, Edward H., (General History).
181. Davis, Miss Loula F., (German).
182. Ingalls, Miss Flora A., (Geometry, English Literature, Psychology, General History).
183. Brough, Mrs. Mabel L., (General History, Biology).
184. Koehler, William, (Zoology).
185. Russ, F. G., (Zoology).
186. Fair, Mrs. Eugenia, (Raetic).
187. McGregor, Miss Helen R., (Music, Drawing).
188. Hubbell, Miss Affa, (Algebra, Latin).
189. Gillis, Mrs. Etta M., (Latin).
190. Brock, Miss Inez, (Algebra, General History).
191. Koehler, William, (Physics, English Literature).
192. Tyler, Mrs. Gladys B., (General History, American History).
193. Gladding, A. E., (Trigonometry, Rhetoric, English Literature, General History).
194. Walker, Geo. W., (Geometry, Latin, English Literature, General History).
195. Simpson, Miss Ella R., (Spanish).
196. Arey, Miss Elsie M., (Spanish).
197. Nelson, Miss May M., (Spanish).
198. Benn, Mrs. Nita O., (Music).
199. Tyler, William T., (Bookkeeping).
200. Enlow, Elmer R., (Physics, Botany, Zoology, Rhetoric).
201. Blackmon, Miss Jessie L., (General History, Civics).
202. Hoyt, Miss Elsie, (French).

203. Smith, Miss Stella L., (Chemistry).
204. Gatsnell, Miss Pauline, (Drawing).
205. Odom, Miss Johnette, (English Literature).
206. Middlethorpe, Miss Helen C., (Latin, English Literature, American Literature).
207. Johns, Miss M. Selma, (Trigonometry, English Literature, Psychology).
208. Haynes, Miss Evelyn G., (Domestic Science, Domestic Art).
209. Banes, Miss Amy H., (Geometry, Trigonometry).
210. Schwartz, Miss Clara E., (Rhetoric, English Literature, General History, American Literature).

TEMPORARY CERTIFICATES.

These Certificates were issued under Section 6, Chapter 7372, Laws of 1917. All of these Certificates expired when an examination was held in the county for which they were issued or in an adjoining county thereto. The county for which issued is given as a matter of information:

1. Stanton, Mrs. Howard, Bradford County.
2. Pinholster, Mrs. J. A. J., Bradford County.
3. Chancey, Frank, Bradford County.
4. Griffiths, M. M., Bradford County.
5. Baugh, W. C., St. Lucie County.
6. Highsmythe, Miss Ivy, St. Johns County.
7. Brooks, Miss Edna E., St. Johns County.
8. Reynolds, Miss Clara B., Lake County.
9. Rice, Eugene, Orange County.
10. Robinson, Karl, Lake County.
11. Walker, W. D., Lake County.
12. Weaver, O. T., Lake County.
13. Howell, Miss Sabille, Lake County.
14. Crain, E. H., Lake County.
15. Carpenter, H. P., Lake County.
16. Sibert, Mrs. Josephine, Lake County.
17. Pearson, I. T., Lake County.
18. Young, Miss Mary, Hillsborough County.
19. Burke, Miss Isabella, Gadsden County.
20. Bryan, Miss Helen, Gadsden County.
21. Bledsoe, Miss Emmie, Gadsden County.
22. Williams, Miss Nellie, Gadsden County.
23. Welborn, Miss Louise, Gadsden County.
24. Dumez, Miss Petula, Gadsden County.
25. Hemmenway, Thomas, Gadsden County.
26. Davis, Miss Farris, Gadsden County.
27. Story, Miss Rena, Gadsden County.
28. McDavid, Miss Jimmie, Gadsden County.

29. Weaver, Miss Lucille, Gadsden County.
30. Marsh, J. F., Gadsden County.
31. Anderson, Miss Susie, Gadsden County.
32. Glass, G. A., Flagler County.
33. Allen, Miss Florida, DeSoto County.
34. Henderson, Y. A., Marion County.
35. Whitaker, Miss Clarissa, Marion County.
36. Mayes, Miss Isabella, Marion County.
37. Bullard, N. H., Osceola County.
38. Caplinger, Miss Kate M., Osceola County.
39. Lee, Mrs. Laura, Osceola County.
40. Dill, W. P., Madison County.
41. Smith, A. W., Madison County.
42. Steedly, H. F., Manatee County.
43. Jones, Miss Clara, DeSoto County.
44. Sowell, C., DeSoto County.
45. Graham, T. W., DeSoto County.
46. Arrington, Miss Mary, DeSoto County.
47. Turner, Miss Emma G., DeSoto County.
48. Chapman, Miss Laura, DeSoto County.
49. Lazalle, J. E., DeSoto County.
50. Mills, Miss Anna Belle, Jefferson County.
51. Story, Miss Effie, Jefferson County.
52. Kinspaugh, H. M., Palm Beach County.
53. Hampson, Chas. M., Palm Beach County.
54. McKeen, J. E., Palm Beach County.
55. Harmon, Homer N., Palm Beach County.
56. Burn, Miss Mary F., Palm Beach County.
57. Chambers, Miss Willie A., Palm Beach County.
58. Ezell, B. F., Volusia County.
59. Eastham, J. F., Volusia County.
60. Cavanaugh, Miss Laura F., Volusia County.
61. Morrill, Miss Jennie, Volusia County.
62. Fritz, Miss Edna, Volusia County.
63. Reed, Miss Ester E., Volusia County.
64. Grasty, Miss Isabel, Volusia County.
65. Marks, G. W., Volusia County.
66. McGuire, Miss Mildred, Volusia County.
67. Finlay, Miss Hattie M., Volusia County.
68. Setzler, Miss Laura, Volusia County.
69. Fairchild, Miss Elizabeth, Volusia County.
70. Barron, Miss Inez, Volusia County.
71. Blanton, Mrs. J. A., Madison County.
72. Toole, Miss Pattie, Madison County.
73. Connell, Miss Lillie, Madison County.
74. Martin, Miss Katharine, Holmes County.
75. Abernathy, Miss Tommie, Dade County.
76. Platt, Miss Rosetta, Dade County.
77. Bayne, Miss Sara, Dade County.
78. Loveland, B. C., Dade County.
79. Moffitt, W. V., Dade County.
80. King, Mrs. Annie Hunter, Manatee County.
81. Hasty, Miss Bertha, Columbia County.

82. Phillips, Miss Louise, Columbia County.
83. Cress, Miss Ethel, Columbia County.
84. Eads, Miss Mary, Monroe County.
85. Abercrombie, A. L., Volusia County.
86. Roseborough, Rudolph, Volusia County.
87. Cameron, Mrs. M. L., Hillsborough County.
88. Bryant, Miss Emma, Hillsborough County.
89. Tyson, T. D., Hamilton County.
90. Hiers, Miss Sadie, Hamilton County.
91. Murrhee, Miss Frances, Bradford County.
92. McEver, Miss Dora, Bradford County.
93. Anderson, Miss Gertrude, Bradford County.
94. Bielling, Miss Janie, Bradford County.
95. Parrish, Miss Ruby, Bradford County.
96. Miller, F. M., Volusia County.
97. Tate, Miss Ethel, Broward County.
98. Neal, Miss Martha, Broward County.
99. Holbrook, Miss Anna, Broward County.
100. Stearns, Miss Dorothy, Broward County.
101. Coachman, Mrs. J. S., St. Lucie County.
102. Cox, Miss Marie, DeSoto County.
103. Dow, C. W., DeSoto County.
104. Cooper, Miss Clara, Flagler County.
105. Duncan, Miss Mayme W., Escambia County.
106. Caro, Miss Kathleen, Escambia County.
107. McFarlin, Chas. E., Escambia County.
108. Carnegie, Miss Willie, Madison County.
109. Barrington, E. W., Hamilton County.
110. Bigelow, Mrs. Margaret, St. Lucie County.
111. Doublerly, Miss M. Columbia County.
112. Blair, Horace, Hamilton County.
113. Wall, Miss Ollie, St. Johns County.
114. Tiller, William T., Walton County.
115. McCollough, Thos. E. Jr., Leon County.
116. Smiley, Proctor K., Broward County.
117. Keith, R. C., Gadsden County.
118. Byrd, Miss Flossie, Suwannee County.
119. McMillan, Miss Gladys, Escambia County.
120. Chandler, Miss Mamie, Escambia County.
121. Callaway, Miss Anna Belle, Escambia County.
122. Williams, Miss Miriam B., Broward County.
123. Williams, Miss Eola, Escambia County.
124. Burgess, Miss Sarah, Escambia County.
125. Turner, Miss Mamie, Escambia County.
126. Burress, Miss Elsie, Escambia County.
127. Herwig, Mrs. Josie R., Escambia County.
128. Coyle, Mrs. A. B., Escambia County.
129. Gillis, Mrs. E. M., Escambia County.
130. Simpson, Miss Vera, Pinellas County.
131. Cox, Miss Ethel, Pinellas County.
132. Bryant, Ira S., Pinellas County.
133. Luttrell, Miss Emma, Pinellas County.
134. Rhoads, Miss C., Pinellas County.
135. Fillers, Mrs. A. H., Dade County.

136. Kersey, Miss Shelley M., St. Lucie County.
137. Faulds, N. M., DeSoto County.
138. Stewart, Mrs. Leila, Santa Rosa County.
139. Henderson, Mrs. Julia E., Santa Rosa County.
140. Maxwell, Mrs. R. C., Seminole County.
141. Gould, Miss Lena, Brevard County.
142. Donaldson, Miss Lois, Volusia County.
143. Auxier, W. A., Volusia County.
144. Newton, Miss Teressa J., Broward County.
145. Walls, Miss Clara B., St. Johns County.
146. Suddath, Miss Maude, St. Johns County.
147. Denman, Miss Virginia T., Dade County.
148. Babcock, Mrs. L. P., Dade County.
149. Bryan, Mrs. Tom M., Broward County.
150. Langston, Miss Frances, Gadsden County.
151. Watkins, H. L., Alachua County.
152. Williams, Fred T., Seminole County.
153. Pearson, Mrs. I. T., Lake County.
154. Brock, Miss Inez, Lake County.
155. Harden, Mrs. Naomi, Lake County.
156. Benn, Mrs. Nita O., Escambia County.
157. Price, Mrs. J. V., Escambia County.
158. Stevens, N. G., Gadsden County.
159. Jones, Miss Liddelle H., Jackson County.
160. Baldwin, Mrs. E. G., Volusia County.
161. Tiffany, Miss Grace, Volusia County.
162. Roxby, Mrs. Wm., Volusia County.
163. Voorhis, Mrs. V. H., Volusia County.
164. Merchant, S. A., Volusia County.
165. Reddick, Jas. G., St. Johns County.
166. Taylor, J. C., Madison County.
167. Wiley, Miss Niva, Palm Beach County.
168. Wilburn, Mrs. Lucille, Dade County.
169. Taylor, Jr., Mrs. W. H., Hillsborough County.
170. Eschbach, D. G., Broward County.
171. Scoville, Miss Elizabeth, Lake County.
172. Hickok, Mrs. W. H., Polk County.
173. Mathis, C. E., St. Lucie County.
174. Cass, Mrs. Agnes I., Dade County.
175. Ore, Miss Joe, Dade County.
176. Hudgings, Mrs. Florence, Hillsborough County.

FIRST, SECOND AND THIRD GRADE CERTIFICATES.

ISSUED ON REPORTS OF THE STATE BOARD OF EXAMINERS.

(From October 1, 1917 to June 30, 1918)

The Certificates listed below as First, Second and Third Grade Certificates were issued on the reports of the State Board of Examiners under Sections 8, 9, and 10 of

Chapter 7372, Laws of 1917. This list does not purport to be a complete list of all the holders of First, Second and Third Grade Certificates in the State for the reason that many certificates of these grades issued under former law by County Superintendents are still valid.

FIRST GRADE CERTIFICATE HOLDERS

No.	No.
1. Feagle, Wm. B.	42. Moore, Wm. J.
2. Baner, Miss Amy H.	43. Hensley, Mrs. Hattie S.
3. Mercer, Mrs. Leonard P.	44. Barnett, S. Park.
4. Howell, Miss Sabilla R.	45. Davis, Miss Ernestine E.
5. Florence, Miss Lovee.	46. Edwards, Miss Marie E.
6. Bledsoe, Miss Emma F.	47. Lewis, Mrs. Edith N.
7. Stokely, Miss Jimmie.	48. Hazard, Miss Mabel E.
8. Hasty, Miss Bertha L.	49. McCay, Miss Harriet E.
9. Croft, Wm. D.	50. Tate, Miss Ethel L.
10. Holbrook, Miss Dorothy A.	51. Allensworth, Miss Josephine F.
11. Mercer, L. P.	52. Thomason, Miss Willie I.
12. Crawford, Miss Mary M.	53. Gibson, Mrs. Tillie M.
13. Nelson, Clarence W.	54. Fillers, Mrs. A. H.
14. Lapp, Miss Winona E.	55. Hampton, Walter H.
15. Neal, Miss Martha H.	56. Nelson, Miss Jessie T.
16. Pearson, Mrs. Helen R.	57. Kelso, Miss Mabel M.
17. Steedly, Hubert F.	58. Smith, Mrs. W. O.
18. Reagan, Mrs. M. Julia.	59. Dalton, Miss Mabel.
19. Sims, Miss Viva.	60. Seichrest, Robt. E.
20. Williams, Miss Nellie.	61. Riden, Miss Manie.
21. Abel, Mrs. Mary D.	62. Jones, Miss Frances M.
22. Lowry, Miss Josie.	63. Brinson, Miss Mabel.
23. Callahan, Ralph E.	64. Battaille, Miss Marie.
24. Webb, Mrs. Edith J.	65. Ivey, Frederic M.
25. Whitlock, Clarence F.	66. Todd, Chas. M.
26. Clement, Miss Gertrude.	67. Chatterton, Miss Ruth M.
27. Grainge, Mrs. Mary B.	68. Wheeler, Miss Verna B.
28. Edwards, Miss Ethel J.	69. Niswonger, Miss Iva.
29. Davison, Miss Esther.	70. Tatlow, Miss M. Jane.
30. Gould, Miss Nellie.	71. Barker, Miss Mabel.
31. Wells, Miss E. Ruth.	72. Cade, Miss Mattie C.
32. Green, Miss Mary W.	73. Walker, Chas. H.
33. Johnson, James G.	74. Wilkey, Miss Kathryn.
34. Young, Samuel F.	75. Souther, Miss Snelton.
35. Potter, Walter R.	76. Chapman, Miss Louise.
36. Clark, Miss Lessie Mae.	77. Voris, Miss Mildred.
37. Byrd, Miss Flossie A.	78. Wheeler, Forest A.
38. Douglass, J. A.	79. Crist, Mrs. Anna S.
39. Shriville, Mrs. Eva A.	80. Whitehead, Carmie E.
40. Strickland, Miss Stella.	81. Barnes, James T.
41. Bisnop, T. Bernard.	82. Hait, Kenneth B.

- No.
 83. Littleton, Jesse T.
 84. Corley, Charles H.
 85. Franklin, Miss Claribel.
 86. Clark, Miss Halys.
 87. Smith, Miss Mary C.

- No.
 88. Campbell, Mrs. M.
 89. Wilkinson, John B.
 90. McMillan, Miss Beryl.
 91. Peaden, Miss Abbie L.
 92. Bogue, Miss Ruth.

SECOND GRADE CERTIFICATE HOLDERS.

- No.
 1. Evans, Mrs. Katherine H.
 2. Tutson, Mrs. Ida E.
 3. Tyson, Miss Adrianna N.
 4. Scarlett, Miss Elizabeth.
 5. Love, Miss Cleopatra.
 6. Ray, Miss Carolyn M.
 7. Blackburn, Miss Sadie R.
 8. Jacobs, Mrs. Minnette B.
 9. Roberts, Miss Laura L.
 10. Craig, Miss Virginia A.
 11. Glass, George A.
 12. Seig, Mrs. W. L.
 13. Ivey, Miss Genevieve.
 14. Mills, Miss Dorothy L.
 15. Leaver, Miss Charlie Ray.
 16. Williams, Mrs. Amelia E.
 17. Wheatley, Miss Jessie G.
 18. Chandler, Miss Flora L.
 19. Rodenberg, Mrs. Mary C.
 20. Davis, J. T.
 21. Bruce, Miss Mary M.
 22. Carstens, Miss Belle.
 23. Westbay, Miss Phoebe.
 24. Smith, Miss Sara E.
 25. Leist, Miss M. Ernestine.
 26. Regal, Miss Mae.
 27. Lacy, Mrs. Nina W.
 28. Arnold, Miss Blondian.
 29. Young, Mrs. Jennie A.
 30. Vicars, Mrs. Mamie W.
 31. Arnold, Miss Ethel A.
 32. Jeffries, Miss Ella Mae.
 33. Stringfield, Miss Gladys L.
 34. McRae, Daniel O.
 35. Phillips, Miss M. Louise
 36. Parrish, Miss Ruby.
 37. McEfwen, Miss Dora N.
 38. Record, Harry E.
 39. Bell, Miss Mary Alice.

- No.
 40. Johnson, Miss Florence E.
 41. Roseborough, Rudolph W.
 42. Brown, Miss May S.
 43. Rawls, Mrs. Bessie.
 44. Pollard, Miss Florence M.
 45. King, Joseph O.
 46. Gattis, Mrs. Ida K.
 47. Thompson, Mrs. Pan-chita N.
 48. Postelle, Victor L.
 49. Griffin, Noah H.
 50. Price, Miss Leila B.
 51. McKinney, Ralph H.
 52. Adams, Miss Ollie B.
 53. McMillan, Miss Beryl F.
 54. Monroe, S. E.
 55. Smith, Miss Grace E.
 56. Tranbarger, O. N.
 57. Dow, Chas. W.
 58. McCall, Thos. F.
 59. Waterson, Miss Jessie E.
 60. Caudill, Grover.
 61. Mills, Miss Annabel.
 62. Martin, Albert S.
 63. Blue, Miss Sallie.
 64. Blue, Miss Gertrude.
 65. Jordan, Miss Epsie E.
 66. Dees, Miss L. Irene.
 67. Lightsey, Miss Lottie.
 68. Henrioud, Mrs. Emma.
 69. Caldwell, Miss Clarinda.
 70. Sloan, Miss Florence.
 71. Parker, Mrs. Mary L.
 72. Stephens, Mrs. Annie.
 73. Martin, Miss Ada.
 74. Padgett, Miss L. Pearl
 75. Adderley, Mrs. Nettie L.
 76. Murray, Mrs. E. DeWees.
 77. Davis, Miss Ernestine E.
 78. Scott, Mrs. Julia A. B.
 79. Hector, Mrs. Christine B.

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| No. | No. |
| 80. Shields, Miss Lee Etta D. | 130. Proctor, Mrs. Fannie. |
| 81. Peden, Miss L. Eula. | 131. McKinney, Mrs. Pearl. |
| 82. McDonald, Miss Alma L. | 132. Williams, Mrs. Frances |
| 83. Taylor, Miss Martha P. | L. E. |
| 84. Parrish, Miss E. Katye. | 133. Robinson, Miss Ethel N. |
| 85. Armstrong, Miss Lenna. | 134. Pierce, Mrs. Olivia E. |
| 86. Lee, Miss Susie A. | 135. Provins, Mrs. Marie G. |
| 87. Kelter, Miss Susie A. | 136. Newton, Miss Theresa J. |
| 88. Wilhelm, Miss Mary C. | 137. Perry, Thos. A. |
| 89. Conner, Miss Abbie. | 138. Gault, Mrs. Hazel E. |
| 90. Walden, Miss Gracie O. | 139. Hepburn, Miss Ellen G. |
| 91. Luttrell, Miss Emma H. | 140. Wilburn, Mrs. S. Lucille. |
| 92. Robinson, Karl. | 141. Baughman, Miss Leona |
| 93. Wood, Leamon. | B. |
| 94. Dowling, Miss Winifred. | 142. Brown, Mrs. Clementine |
| 95. Toomer, Miss Dorothy. | P. |
| 96. Marsh, John F. | 143. Weatherly, Miss Hazel. |
| 97. Batchellor, Miss Lillian | 144. Bell, Miss Nannie D. |
| E. | 145. Comstock, Miss Helen E. |
| 98. Stokes, Miss Effie T. | 146. Oakes, Miss Louise. |
| 99. Vrooman, Mrs. E. | 147. Smith, Miss Ruby D. |
| 100. DaCosta, Miss Annie E. | 148. Adams, Miss Leoni L. |
| 101. Neal, Miss Elbye J. | 149. Welters, Miss Romaldo |
| 102. McHenry, Miss Cebella | F. |
| B. | 150. Warren, Edwin E. |
| 103. Fleming, R. Cary. | 151. Allen, Miss Ola. |
| 104. White, Miss Kiney. | 152. Picon, Miss Dorothy M. |
| 105. Cambliss, Miss Emma | 153. Bailey, Miss Mary G. |
| L. | 154. Johnston, John B. |
| 106. Whitton, Hiram A. | 155. Bloomheart, Miss M. |
| 107. Corbin, Thomas J. | Ella. |
| 108. Owens, Marvin M. | 156. Feltham, Miss Hazel M. |
| 109. Edgerton, Miss Althea. | 157. Guilliams, Miss Ida E. |
| 110. Roberts, Miss Minnie. | 158. Cravey, Miss Lella. |
| 111. Marshall, Miss Lilla. | 159. Gottlieb, Miss Marcella |
| 112. Henderson, Miss Grace | 160. Gottlieb, Miss Rae R. |
| E. | 161. Bryant, Mrs. Brunetta C. |
| 113. Varnadoe, Miss C. Viola. | 162. Wilson, Miss Lucy. |
| 114. Strickland, Miss Iduma. | 163. Bowks, Miss Leola A. |
| 115. Hentz, Miss Lula M. | 164. Maddox, Mrs. Yolande. |
| 116. Jones, Miss Kate Mae. | 165. Bryant, Ira S. |
| 117. Altman, Miss Mabel J. | 166. Bryant, Miss Emma D. |
| 118. Knight, Miss Mamie E. | 167. Fox, Miss Clara. |
| 119. Edwards, Miss Irene E. | 168. Adams, Miss Nanelu. |
| 120. Tiffany, Miss Grace V. | 169. Parrott, Mrs. Nannie E. |
| 121. Robinson, Miss Edith V. | 170. Nimmo, Miss Ada. |
| 122. Sapp, Miss Gertrude. | 171. Langston, Mrs. F. |
| 123. Roxby, Mrs. Belle A. | 172. Durrance, Mrs. Mattie B. |
| 124. Grimstead, Miss Pennie. | 173. Smith, Miss Dorothy. |
| 125. Steevns, Miss Martha. | 174. Leyvraz, Miss Theo. M. |
| 126. McBrien, Miss Georgia. | 175. Walker, Mrs. Rosa L. |
| 127. Shockley, Mrs. Maude. | 176. Simms, Miss Anita F. |
| 128. Pearson, Mrs. Edna H. | 177. Adams, Miss Luella. |
| 129. Smyth, T. Elmer. | 178. Turner, Mrs. Mary E. |

NO.		NO.	
179.	Thomas, Miss Dena A.	202.	Cogburn, Miss Susie E.
180.	Williams, Mrs. Ida J.	203.	Curd, Mrs. Ida M.
181.	Frazier, Mrs. Jannie L.	204.	Bevis, Miss E. Ione.
182.	Drakeford, Mrs. Maggie M.	205.	Rice, Mrs. Rubirda.
183.	Owens, Miss Rosa Lee.	206.	Littleton, Mrs. Lullie.
184.	Allen, Mrs. Lizzie.	207.	Murdock, Miss Pearl E.
185.	Peaden, Mrs. Autie.	208.	Pender, Miss Helen G.
186.	Griffis, Miss Clara.	209.	Gatlin, W. Lamar.
187.	Washington, Mrs. Mary F.	210.	Gatlin, Miss Myrtle E.
188.	Hicks, Miss Nellie B.	211.	Suddath, Miss Maud.
189.	Hicks, Miss Belle L.	212.	Riley, Miss Bertie.
190.	Craig, Mrs. Modeste L.	213.	Wilson, Miss Leleah A.
191.	Pete, Miss Susie.	214.	Harry, Miss Elizabeth.
192.	Palmer, Miss Hattie B.	215.	Branch, Miss Beulah.
193.	Dillard, Miss Rosebud L.	216.	Holmes, Miss Carolyn E.
194.	Gray, Miss M. Lucile.	217.	Crews, Miss Rosa E.
195.	McAuley, Miss Sara.	218.	Jones, Miss Martha D.
196.	Hudson, Miss Evelyn B.	219.	Gatlin, Miss Pearl L.
197.	Harrison, Miss Annie E.	220.	Atkinson, Miss Jessie.
198.	Goldsmith, Mrs. Otho E.	221.	Barineau, Miss Bertha.
199.	Flowers, Miss H. Grace.	222.	Flowers, Miss Elsie P.
200.	Mears, Miss Leola.	223.	Richardson, Mrs. Eunice S.
201.	Cogburn, Miss Josie.	224.	Truitt, Mrs. Ruth.
		225.	Freeman, Miss Ruth.

THIRD GRADE CERTIFICATE HOLDERS.

NO.		NO.	
1.	McCall, Roscoe F.	17.	Evans, Mrs. W. H.
2.	Cassady, Miss Norma.	18.	Turner, Mrs. Mary E.
3.	Haynes, Mrs. Ruby E. B.	19.	Harris, Mrs. Hattie M.
4.	Henderson, Miss Jennie B.	20.	Coffee, Mrs. Margaret Z.
5.	Green, Miss Mary Wolcott.	21.	Hemingway, Mrs. L. A.
6.	Lane, Miss Laura Lee.	22.	Lightsey, Mrs. Arline C.
7.	Burt, Mrs. Etta W.	23.	Vicars, Miss Gladys G. A.
8.	Young, Miss Mary Mer- rin.	24.	Todd, Miss Mary J.
9.	Coleman, Mrs. Annie B.	25.	Austin, Mrs. E. Geter.
10.	Bryant, Miss Elise Clif- ton.	26.	Davis, Mrs. Melissa A.
11.	Summers, Mrs. Mary K.	27.	Gillislee, Miss Helen R.
12.	Ray, Mrs. Florence V.	28.	Lindsay, Miss Anna W.
13.	Day, Mrs. Elnora Lovett.	29.	Massenberg, Mrs. S. B.
14.	Horton, Mrs. Bessie Story.	30.	Williams, Miss Nellie.
15.	Usher, Miss Martha Wal- dro.	31.	Meigs, Miss Caroline.
16.	Houston, Mrs. Florida Williams.	32.	Kemp, Miss Claudia B.
		33.	Ferrell, Miss Marie.
		34.	Anderson, Miss Susie A.
		35.	Jackson, Miss Louise.
		36.	McKinnon, Miss Lena.
		37.	Siples, Otto T.
		38.	Strickland, Miss Nellie.

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| No. | | No. | |
| 39. | Griffis, M. M. | 91. | Haynes, Miss Evelyn G. |
| 40. | Anderson, Miss Gertrude. | 92. | Eady, Mrs. Rosa S. |
| 41. | Chancey, Frank M. | 93. | Morse, Miss Lillie M. |
| 42. | Toucanton, Miss Beatrice E. | 94. | Barry, Miss Lilla. |
| 43. | Moore, Mrs. Hattie L. | 95. | Mitchell, Mrs. Susie B. |
| 44. | Cooper, Miss Clara G. | 96. | Gibson, Miss Minnie L. |
| 45. | Thornton, Miss Mary E. | 97. | Hepburn, Miss Jeanne. |
| 46. | Arnold, Mrs. Mattie F. | 98. | Green, Miss Jessie B. |
| 47. | Long, Miss Linnie M. | 99. | Strother, Mrs. Mamie C. |
| 48. | Postelle, Mrs. Emma. | 100. | Duke, Miss Marie B. |
| 49. | Brooks, Mrs. Flora V. | 101. | Beland, Miss Marie V. |
| 50. | Siplin, Miss Lovey I. | 102. | Gardner, Mrs. Arlien E. |
| 51. | Oxindine, Miss Emma G. | 103. | Washington, Miss Selina. |
| 52. | Smith, Miss Belle M. | 104. | Deane, Miss Myrtle E. |
| 53. | Smith, Miss Maude H. | 105. | Fortner, Henry D. |
| 54. | Cooper, Miss Lessie L. | 106. | Walden, Mrs. Lydian. |
| 55. | Turner, Miss Emma G. | 107. | Durnam, Mrs. S. C. |
| 56. | Blount, Miss Elise E. | 108. | Young, Mrs. Bessie L. |
| 57. | Arrington, Miss Mae. | 109. | Griggs, Mrs. Gertrude B. |
| 58. | Webster, Miss Rossie. | 110. | Christmas, Miss Hattie M. |
| 59. | Minor, Mrs. Isabella. | 111. | Waldron, Miss Mittye E. |
| 60. | Hicks, Miss Bella L. | 112. | Walls, Miss Clara B. |
| 61. | Mitton, Miss Margaret B. | 113. | Brunson, Mrs. Effie. |
| 62. | Touchton, J. C. | 114. | Martin, Mrs. Annie E. |
| 63. | Wilder, Miss Vivian. | 115. | Holmes, Miss Roline E. |
| 64. | Stephens, Carl. | 116. | Matthews, Mrs. Addie. |
| 65. | Montgomery, Miss Alice. | 117. | Lang, Miss Queen E. |
| 66. | Hobby, Miss Clara May. | 120. | McLean, Miss Elizabeth. |
| 67. | Ellerbe, Miss Myrtle. | 121. | Polk, Miss Ella. |
| 68. | Williams, Miss Ruth T. | 122. | Turner, Miss Mamie L. |
| 69. | Drawdy, Miss Belle. | 123. | Quinn, Mrs. Lilla E. |
| 70. | Fortner, Henry T. | 124. | Dunham, Miss Sparcie M. |
| 71. | Adams, Miss Ruth N. | 125. | Hudgins, Mrs. Mamie. |
| 72. | Wallace, Miss Julia. | 126. | Dawson, Miss Alma C. |
| 73. | Tooke, Miss Carrabelle. | 127. | Burgess, Miss Sara E. |
| 74. | King, Mrs. Annie L. | 128. | Bailey, Miss Ethel E. |
| 75. | Stokes, Miss Lottie R. | 129. | Dove, Miss R. Edith. |
| 76. | Herring, Miss Effie. | 130. | DeVaughn, Miss Jauncy. |
| 77. | Morgan, Miss Edna. | 131. | Fortune, Allen. |
| 78. | Jordan, Miss Ruth E. | 132. | Ynfestra, Miss Carrie L. |
| 79. | Wilson, Miss Lorene L. | 133. | Boone, Miss Jim Neel. |
| 80. | Roberts, Miss Lucyle L. | 134. | Collins, Miss Bennie B. |
| 81. | Lewis, Miss Berlis E. | 135. | Jackson, Frank M. |
| 82. | Roulhac, Miss Jessie P. | 136. | Eldridge, Miss Grace L. |
| 83. | Willis, Miss Susie. | 137. | Not Issued. |
| 84. | Tharp, Miss Gussie. | 138. | Deal, Miss Corinne. |
| 85. | Pete, Miss Susie. | 139. | Crawford, Miss Maggie M. |
| 86. | Shepard, Miss Lizzie. | 140. | Kroegel, Miss Helen. |
| 87. | Wester, Miss Irene. | 141. | Thompson, Miss Hattie L. |
| 88. | Oglesby, Miss Effie L. | | |
| 89. | McDonald, Miss Mary. | | |
| 90. | Goolsby, Miss Lillian I. | | |

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| NO. | | NO. | |
| 142. | Applewhite, Miss Ola B. | 175. | Morey, Miss Lillian. |
| 143. | Griffin, Miss Ednie. | 176. | Lindsay, Mattnew. |
| 144. | Smith, Miss Ollie. | 177. | Collins, Miss Mabel L. |
| 145. | Strickland, Miss Fannie M. | 178. | Arrington, Miss Mae E. |
| 146. | Harry, Miss Sara. | 179. | Long, Miss Aurora E. |
| 147. | Campbell, Miss Amanda | 180. | Ransom, Miss Louise. |
| 148. | Bevis, Miss Jenevera. | 181. | Swindell, Miss Brunell. |
| 149. | Anderson, Miss Eloise. | 182. | Polen, Fred W. |
| 150. | Dickerson, Miss Dora E. | 183. | Gault, Miss Bessie P. |
| 151. | Carlton, Miss Fannie M. | 184. | Brumick, Miss Iola V. |
| 152. | Crawford, Miss Annie V. | 185. | Robinson, Mrs. Mary T. |
| 153. | Guthrie, Miss Eunice E. | 186. | Johnson, Miss Edna T. |
| 154. | Johnson, Miss Effie M. | 187. | Hunter, Haynes W. |
| 155. | Sloan, Miss Myrtle E. | 188. | Barr, Miss Erma. |
| 156. | Haag, Miss Bertha. | 189. | Refused on 2nd Notice. |
| 157. | Reynolds, Miss Odessa. | 190. | Hurst, Miss Josephine. |
| 158. | McLeod, Miss Edna. | 191. | Hodges, Miss Myra Estelle. |
| 159. | O'Berry, Miss Celia M. | 192. | Williams, Miss Bertha. |
| 160. | Niblack, Miss Louise M. | 193. | McCaskill, Miss Nina. |
| 161. | Giddens, Miss Ruth M. | 194. | Porter, Miss Grace A. |
| 162. | Ward, Mrs. Etta M. | 195. | Filler, Miss Marguerite J. |
| 163. | Meuchan, Mrs. Mattie. | 196. | Combe, Miss Vessie. |
| 164. | Maddox, Mrs. Mamie. | 197. | Griffis, Miss Sadie. |
| 165. | Falama, Miss Ida Mae. | 198. | Giddens, Miss Ruth M. |
| 166. | Fields, Miss Alma. | 199. | Wolfe, Miss Rosa E. |
| 167. | Snell, Miss Theresa L. | 200. | Teuton, Mrs. Missie. |
| 168. | Meacham, Mrs. Alice L. | 201. | Perry, Miss Annie. |
| 169. | Kersey, Miss Shelly M. | 202. | Stephens, Miss Edna. |
| 170. | Pell, Miss Jessie. | 203. | Adkins, Miss Flora |
| 171. | Price, Miss Maud A. | 204. | Cornell, Mrs. Blanche R. |
| 172. | Bon, Miss Zelpha A. | 205. | Bonner, Mrs. Minnie F. |
| 173. | Hall, Mrs. Evelyn D. | 206. | Gordon, Mrs. Anna R. |
| 174. | Niswonger, Miss Edith B. | 207. | Smith, Mrs. J. T. |
| | | 208. | Mark, J. T. |
| | | 209. | Not Issued |

CHAPTER X.

BI-ENNIAL REPORTS OF COUNTY SUPERINTENDENTS.

This Chapter is a symposium of the views of the County Superintendents of the State on the general educational conditions and outlook in their several counties. It is a most interesting chapter, and, when read in connection with the statistics in Chapters III. and IV., gives a general survey of the school situation from which one may arrive at a fair judgment on the educational efforts and progress in the various sections of the State.

The reports from the County Superintendents are given here as prepared by them and the list is complete with the exception of two counties. No reports were received from these counties, although the County Superintendents were requested to make them and this request repeated.

Even the most casual reading of these reports will disclose a wide difference in conditions prevailing in the different counties, and will further disclose and emphasize the known varying capacity and activity of these County Superintendents.

While some of them may not measure up to the highest mark, as a whole the personnel of these officers averages as well as a like number of men in any other line of endeavor.

Many of the suggestions made by these gentlemen are in the line of true progress and may be considered the testimony of experience, and though every recommendation for new legislation contained in these reports may not be practical or the best, yet most of them are worthy

of serious consideration, especially where many of these gentlemen agree on the same proposition.

A circular letter requesting these reports was mailed to every County Superintendent and a second letter was sent to those who did not respond within the time limit given. It is regretable that all the counties are not represented in this chapter and the patrons of the schools in the counties omitted should know where to place the blame.

The following is a copy of the request mailed to each urging that he not neglect to make a report:

BIENNIAL REPORTS OF COUNTY SUPERINTENDENTS.

Tallahassee, Fla., February 8, 1919.

To County Superintendents:

Dear Sirs—Owing to the increased demands upon this office with the inadequate office help, the work of the office is necessarily far behind, consequently I have neglected to call upon you earlier for your Biennial Reports, which should have been filed in the fall.

These Biennial Reports of County Superintendents are the most important part of the report of the State Department. No County Superintendent can afford to have himself and his county not represented in Chapter X of this report.

You will note that eight counties, two years ago, failed to file any reports, viz.: Alachua, Bay, Jackson, Levy, Manatee, Palm Beach and Polk. You will see that each of these counties was named in its order with the statement: "It was impossible to get a report from this county." This implies a reflection upon some one that will be handed down in the archives of State for all time. The counties will be published in order, as heretofore, and any County Superintendent failing to file his report will be thus advertised in the forthcoming report. You do not want this to occur, neither do I.

If you will get to work immediately, there is no reason why the Biennial Report from every county may not be filed in this office within the next ten days. If three months were given in which to make these reports, some would procrastinate and file no report at all. Circumstances demand that your report be in this office by February 20. There is no reason why every Superintendent may not be represented. Let us so hope.

It is not necessary to repeat the circular letter found on pages 532-537 of *Chapter X* of the last Biennial Report; I could not surpass it, were I to try.

Let each one read the introduction to Chapter X, and the circular letter which follows, and get clearly in his mind what is now demanded. It would be of assistance to him to read also the last report from his county, as it will aid him in the preparation of the report now asked. The topics on which you are requested to write, with brief comments on each, are suggested in the circular letter of two years ago. Practically the same topics are current matters to be treated in your next report. Of course, it is not expected that each County Superintendent will write upon every topic suggested, but to select such as especially apply to his county during the past two years.

Do not overlook the fact that in this Biennial Report only matters that occurred between June 30, 1916, and July 1, 1918, are to be treated. What has happened since last July belongs to the next biennium.

In preparing your report, sub-head it and it will more likely be read. Treat each topic separately and independently; that is, do not mix non-related matters in the same paragraph.

Under the head "New Buildings," state clearly the number erected for each race during the two years, the cost of same, and such other facts relating thereto as may be of interest. Give the total amount expended under

"School Buildings Repaired," the number repaired, etc., for each race.

Do not fail to give the number of districts voting bonds, the amount for each district, and the aggregate amount of all issued in the county, how the money has been expended, balance on hand, and the general financial condition of your county—total indebtedness, cash on hand, etc.

It is useless for me to lengthen this communication by trying to suggest every subject to be treated in your report. The topics suggested two years ago and such new matters as in your own judgment now apply to your county, will furnish you ample data for your report.

Now, let me insist that you evercise care, and prepare this report just as you wish it printed in the State Report.

Do not overlook this caution: That the reports of some of the counties of two years ago were entirely too long, though exceedingly interesting. It will be insisted this time that no report occupy more than ten printed pages in my Report. This does not mean that each report should occupy ten pages, if there are no matters of interest to consume so much space. I will be compelled to cut down any report that occupies more than ten pages, excluding cuts that may be furnished.

It is very desirable to insert in *Chapter X* one or two cuts of buildings that have been erected in any county during the two years for which this report is made. If the County Superintendent of any county will furnish me with one or two cuts, either 4 by 7 inches or 4 by 3½ inches, of the best buildings erected during the two years, it will afford me great pleasure to insert them in the body of the report of the County Superintendent from any county. Nothing speaks plainer or better advertises the work of a County Superintendent than a picture of a creditable school building erected during his term.

This is deemed ample instruction, if you will follow

directions by reading the first few pages of *Chapter X* in the last Biennial Report.

Now, to one and all, if any county is not represented in *Chapter X* of my forthcoming report, the blame will rest upon the County Superintendent. Do not overlook the fact that your report must be in this office not later than February 20th. Let me beg that every one will lay aside every other duty and file this report immediately. If any one fails to do this, he will regret all his life that he and his county will be advertised in the archives of the State, for all time, as a "slacker" in the matter of not reporting what was done educationally in his county under his administration during the period from June 30 1916, to July 1, 1918.

Yours truly,

W. N. SHEATS,

State Superintendent.

ALACHUA COUNTY.

Gainesville, Fla., February 19, 1919.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

In compliance with your request I submit the following report:

NEW BUILDINGS AND REPAIRS.—During the two years beginning July 1, 1916, and ending July 1, 1918, we erected the following buildings for the whites: five rural school rooms, at a cost of twenty-nine hundred dollars. Only one new school established, the others are additions. We encourage consolidation rather than establishing new schools. Three high school buildings were erected at a total cost of forty-eight thousand dollars. The high

school buildings are at Archer, cost \$12,000.00; Alachua, cost \$13,500.00; High Springs, cost \$22,500.00. These high school buildings are modern brick buildings, well arranged and ventilated, ample auditoriums, plumbing, electric lights, and the High Springs building is steam heated.

We have spent on repairs of white schools \$1,047.56, and for repairs of negro schools \$2,508.45.

FURNITURE.—All white schools in the County have been furnished with new patent single desks, and the double desks have been placed in the negro schools. All rural schools have been furnished with recitation seats. The windows of all schools in the county are protected with heavy guards. In order to protect the eyes of the pupils, we have supplied every school in the county with automatic folding and sanitary lighting shades. All schools are furnished with hylo-plate or acme-plate boards.

EQUIPMENT.—With the assistance of the trustees of the special school tax districts, we have supplied all schools in the county with up-to-date charts and maps. We are now working on a plan to equip all the high schools with necessary laboratories.

HIGH SCHOOLS.—We have four schools carrying the Senior High School course and five carrying the Junior High School course. While a majority of these are not standard, they are doing effective work and we are planning and working to standardize them.

RECORDS AND CREDITS.—For several years a record book, showing the record of all pupils through the eight grades, has been kept. To this we have added a High School Credit Card, which shows all credits merited by the pupils through the four years of high school work. These are returned to the office at the close of the school term and the credits copied in a High School Record book. This plan was adopted because of the numerous calls for credits of former high school pupils. In the future we shall be able to furnish such information.

PERSONAL SUPERVISION.—The Board has been generous enough to furnish sufficient clerical help to enable the Superintendent to spend much of his time visiting the schools and supervising the work. This has enabled us to do some effective work in the improvement of methods and hygienic conditions.

NEEDED LEGISLATION.—I do not believe the law creating a State Board of Examiners has been sufficiently tested to determine its merits. The present Compulsory Attendance law is lacking in many particulars and should be amended. The law requiring a semi-annual report to the Comptroller ought to be repealed. It is a waste of time and money to the counties and the State.

Respectfully submitted,

E. R. SIMMONS,
County Superintendent.

BAKER COUNTY.

Macleenny, Fla., February 23, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request for a statement in regards to the educational affairs of Baker County during the past two years, I take pleasure in submitting the same herewith.

NEW SCHOOL BUILDINGS AND REPAIRS.—Three new rural school buildings have been built during the last two years. Plans had been made to erect several other new school buildings, but the building of these new school houses was postponed during the war. These buildings will be built now as soon as possible.

Repairs have been made when needed. The cost of repairs has been light for the last few years on account of buildings being erected properly when they are needed.

SPECIAL TAX DISTRICTS.—There are fourteen special tax districts in this county. Two of them have been created during the last two years. Elections are now pending for the creation of three others.

There has developed, in recent years in this county, a sentiment in favor of the creation of special tax school districts. The people are learning the many advantages of these districts and also some of the good results that have come from them.

BONDS.—None of our districts have voted bonds for school buildings yet but it is very likely that several will in the near future.

COUNTY SCHOOL FUND.—When I came into office I found the County School Fund \$5,305.00 in debt. All of this except \$2,530.00 has been paid and in one more year this will be paid and there will be several hundred dollars in the treasury. This fund has not been out of debt in about eighteen years and from \$350.00 to \$1,100.00 interest has been paid each year. While this indebtedness has been reduced we have raised the salary of all teachers more than 25%. The 10-mill amendment will enable us to increase the pay of teachers, repair buildings, build new buildings, and we hope it will enable us to stay out of debt. We are on the eve of getting a peep through the mist.

SPECIAL TAX DISTRICTS FUNDS.—The fourteen special tax districts have a total income of over six thousand dollars. The trustees have used these funds to increase the salaries of teachers also to purchase libraries and apparatus. These districts have over four thousand dollars cash on hand now.

TEACHERS' SUMMER SCHOOLS.—A few of our teachers attend the State Summer School at Gainesville or Tallahassee. There is held during each year a County

Normal School of two months. About twenty teachers attend this school. We believe this money is wisely spent and this summer school will be continued. We are for any thing that will give us well trained teachers.

CANNING AND CORN CLUBS.—This work began here five years ago but the first years very little was accomplished. In 1917 only 18 girls reported, since then we have had an agent for both boys and girls and their work has been good. In 1918 over 300 were enrolled in the different clubs. The Poultry Club Members made an exhibit at the State fair and won first prize.

In addition to club work for girls and boys, thirty women have organized to operate a County Canning Kitchen where vegetables are canned on halves. Over 2,000 containers were filled by these women last fall and the interest is greater for this year's work.

COMPULSORY ATTENDANCE.—The present local option attendance law is a failure. It should be erased from the statutes and a State Wide Compulsory Attendance law enacted. I hope the next Legislature will give us what is needed.

Along with this compulsory attendance law should be a free text book law.

SCHOOL BOARD.—The present number of three is large enough and I do not believe the present method of electing them can be improved.

UNIFORM TEXT BOOKS.—Publishers have kept us well supplied with text books. There are some of the texts that should be changed. The children are entitled to the best.

STATE EXAMINING BOARD.—The present method of examining teachers is not satisfactory to us. The State Examining Board should be abolished. We are not in favor of returning to the old method. Why not have a law modeled after the Civil Service System of our Federal Government for examining teachers and grading

papers? Why experiment when we have something within our reach?

TEACHERS.—The standard of our teachers continues to improve. Our schools are in better condition today than ever before.

Very truly yours,

J. D. DUGGER.

County Superintendent.

BAY COUNTY.

Panama City, Fla., March 5, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request, I herewith beg to make the following report of the conditions of the schools of Bay County.

As you know, I am filling out an unexpired term and have only been in office about five months and am, therefore, not fully conversant with conditions prior to that time.

NEW BUILDINGS.—We have done very little in the past two years in new buildings and repairs to buildings. We have built two white school buildings at a cost of \$1,000.00, and have expended about \$150.00 in repairs to buildings.

RURAL SCHOOLS.—I wish to deal with the rural schools of my county in general, following by examples which we are proud to list. We have tried to make the county schools the center of community life and have succeeded to a great extent. I feel sure the country people appreciate their schools now more than ever before and we expect in the next year to consolidate some of our rural schools and make better schools of them.

COURSE OF STUDY.—We are conforming strictly to the course of study sent out by the State Superintendent and we find it well prepared on all subjects, and think it will be of great benefit to the State at large, after it has been in force long enough, so that it can be fully understood by both teachers and pupils.

SENIOR HIGH SCHOOL AT PANAMA CITY.—We have property representing a valuation of \$35,000.00. We have a large and well equipped building, full of modern appliances and steam heated throughout. We have a faculty of three teachers in the high school and nine in the grammar and primary grades.

JUNIOR HIGH SCHOOL.—We have three junior schools in the county: One at Millville, one at St. Andrews, and one at Lynn Haven. These schools are all doing splendid work, that is winning a reputation for them which they justly feel proud of. We expect next year to hold a school fair in these Junior High Schools, and I feel sure experiments like these will show the farmers that schools are not to teach people to live without working but to show them how to work, love it and appreciate it.

BOND DISTRICTS.—We have two bond districts: Millville District No. 4, and Panama City District No. 12. These districts were bonded in order to build buildings to meet the requirements of the pupils represented in those districts, and each district has built a very fine and well equipped brick building.

TEACHERS SALARIES.—The highest monthly salary is \$175.00, for the Panama City and Millville schools. The lowest salary for white teachers is \$38.50. The negro teachers do not receive salaries higher than \$30.00 on account of inefficiency. The average salary of white teachers is \$60.00 per month. We feel that it is a fairly good salary, but hope to be able to pay better salaries in the future.

FINANCIAL CONDITION.—The financial condition of Bay County is in very good shape. The general fund has a

substantial balance and each of the Special Tax Districts shows a balance except two which are not very far behind.

SPECIAL TAX DISTRICTS.—Bay County has thirteen Special Tax Districts. All except two are in good condition and we now have thirteen white schools and seven negro schools running in these Special Tax Districts, for six and eight months, respectively. I most heartily commend the law creating special tax districts, but beg to suggest that some plan be made to amend the law so that the millage can be increased and better schools can be maintained.

TEACHERS' CERTIFICATES.—I recommend that the standard of certificates be raised and that no more third grades be issued, as it is a great waste of money, and a crucifixion of our State school system by inexperienced teachers is a direct result of the present certificate law.

TEACHERS.—We have an excellent body of teachers in Bay County, who are, as a whole, doing fine work. It seems to be hard for all of the teachers to fully realize the great importance of their professions and to measure up to the standards required of those who succeed in this noble calling. I am highly pleased with a large majority of our teachers, and the excellent work they are doing. We have had some trouble in securing as many teachers as we need, but have been fairly well supplied up at this time and think we will have no more trouble in the future.

There are numerous other subjects that I might discuss here, but time and space forbid. I will be glad to address other communications to you later in regard to plans and amendments to existing laws.

Very truly yours,

F. M. NELSON,
County Superintendent.

BRADFORD COUNTY.

Starke, Fla., February 16, 1919.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

I have the pleasure of transmitting herewith a report of Bradford County Schools for your Biennial Report.

NEW BUILDINGS AND REPAIRING.—The past two years have not seen any great progress in building new school houses, but we have been very busy trying to keep the already too many that had been established in former administrations filled with the boys and girls of school age. We have been able to build five new buildings; four for white children and one for the negroes. The cost of these rural school houses would average about six hundred dollars each. Besides this improvement, we have paid out sixteen hundred dollars for improving rural schools, one thousand dollars for whites and six hundred dollars for negroes.

HIGH SCHOOLS.—We are unable to boast of any regular Senior High Schools, but have two irregular Senior High Schools, that have a combined enrollment of 205 pupils. These schools meet the State Requirements.

JUNIOR HIGH SCHOOLS.—We are now maintaining seven Junior High Schools, with a combined enrollment of 156 pupils who are doing excellent work, these also have passed the State Requirements.

There has been quite a falling off in the High School enrollment from the figures filed in your last report. I presume that this could be justly charged to war conditions, still the number of graduates has increased from 80% to 100%.

TEACHERS.—The supply has been far under the demand. Bradford County has never been able to furnish her schools with teachers qualified to do the work as it

fortunate counties, which have more children than taxes to care for them; hence we have been unable to offer such salaries as would attract the best teachers to our county. We hope now to get the ten mills tax levied on property and thereby enable the school authorities to be able to place the salaries, where teachers will desire to work in this county. The average salary of teachers in this county has not been increased in the past two years; I am sorry to say, due to the conditions referred to above.

SPECIAL TAX SCHOOL DISTRICTS.—We now have established thirty-one Special Tax Districts in my county. In these several districts we have located thirty-seven white and seven negro schools. In these several special tax districts for last year we were able to spend more than five thousand dollars for libraries and other equipment.

BOND DISTRICTS.—We have voted no bonds during the last two years.

SANITATION.—Four of our schools are provided with flush toilets or Caustine ceptic tanks. All rural schools are provided with surface toilets. Many of them have been screened during my tenure in office and I am using my best efforts to have all others made entirely sanitary.

EVILS OF NARCOTICS.—These are required to be taught in all public schools and I see that it is adhered to in my county. We employ no teachers who use them while under contract and on school property. No pupils are allowed to use them while on school premises.

UNIFORM TEXT BOOK LAW.—This law has been a success in my county. All Depositories keep a supply of the required books in stock. I would suggest a complete change in the Basal Reader, because in my judgment the book is poorly arranged and overgraded for use in rural schools. The stories are not live enough to arouse interest in the lower grades.

I would also suggest a change in the Arithmetic, to a

more practical book. My greatest criticism is that it contains too many problems to explain each rule.

SCHOOL FINANCES.—I found this county \$59,000.00 in debt when I came in office. During my first year I was successful in retiring \$18,000.00 of this debt. I hope to be able to do at least this well during the next year. All Special Tax School Districts are out of debt except four, these are the bonded districts, each of which has a fancy balance in the Interest and Sinking Fund.

We pay our teachers promptly each month by borrowing from the local depositories until the taxes are gathered.

Under the Budget System I divided my county's indebtedness into five equal parts. At our call meeting in June, I had enough money set aside to meet this amount of the county's debt. By this means I hope in five years to pay my county out of debt and yet maintain the regular school term, and at the same time lengthen the term or pay more salaries to the teachers.

TEACHERS INSTITUTES.—We have an institute that meets once each month during the school year. At these meetings such topics are discussed as are troublesome to the teachers, thus helping the teachers with their work. I consider this the best day of the school month. At these meetings, I may say that, we have one lecture, solely for the teacher, by a member of the faculty of the University of Florida. At these meetings many laymen are in attendance and by having them present we hope to bring the home and school in closer touch.

SUMMER SCHOOLS.—I find that too few of my teachers attend summer school. I never recognize any but the State schools, when I speak of Summer Schools. I have been successful in increasing the attendance each year and after this year it will be better, as I understand that the board will give a raise of \$5.00 per month for attending such schools.

VOCATIONAL WORK.—I am glad to say that for the past

two years we have had the services of Federal agents both in the County Demonstration, and Home Economics work, both of which have made excellent progress. The grammar school boys and girls are being taught how to grow good grain and pig crops; the girls are also being taught how to can dry and preserve many of the foods that heretofore have been going to waste.

We had last year 41 registered pigs one of which took second prize at the State fair. In the future we are going to add to the already live stock course Chicken breeding, which we feel will add materially to the interest of the boys and girls.

I find in traveling over the county that the girls have been laying in enough food of various kinds to supply their own tables, and also selling quite a quantity to the local dealers.

We have now added to this line of work a Smith-Hughes Vocational School, where all of the boys are taught business farming, besides trades and industries. There are now over 150 club boys and 200 club girls. In the Smith-Hughes School we have enrolled 25 boys for the course.

COMPULSORY SCHOOL ATTENDANCE.—We have never had compulsory school attendance in my county, but feel that it would be the means of increasing the benefits to the children if it can be arranged so that it could be enforced without too great an expense.

Rural children will never be educated in schools that maintain a term of only 100 days and when the children fail to stay in school during this short term they surely can never boast of an education.

SCHOOL LIBRARIES.—We placed in our rural schools last summer \$5,500.00 worth of libraries and hope during the next year to place in each school an elementary library suited to the grades that attend that school.

TEACHER TRAINING.—We anticipate putting on Teacher Training next year in one of our high schools. We feel

the need of it very much but have felt that the county was financially unable to maintain same.

TRANSPORTATION OF PUPILS.—We have no transportation in this county at present but hope to put it on in the near future and thereby eliminate the expense of maintaining so many small rural schools. We hope to consolidate some and transport some.

I feel that the unpopularity of the Wagon Transport, was due in a great measure to the character of the drivers employed. I think great care should be exercised in such selection.

SCHOOL BOARDS.—The present number of members I think is sufficient. I have no desire to become a member of the Board. I think long tenure in office should mean proficient service, and if this be true then I think four years is not too long for members to serve.

UNIFORM TEXT BOOKS AND COURSE OF STUDY.—I am in sympathy with both of these as they are at present, one is a failure without the other.

FREE TEXT BOOKS.—I am opposed to Free Text Books on any basis of revenue for many reasons and I will name two. First, as I see it pupils lose the privilege of learning the law of personal property rights. Second, the danger of transmitting disease germs from pupil to pupil. One year a pupil with communicable disease uses a book the next term a child uses the book that is healthy.

PROGRESSIVENESS.—Just at present I feel that the demand for public education is greater than it has been before in twenty-five years in my county. I attribute it to the fact of illiteracy in the soldiery that was sent into the line of battle as privates, while those who were lettered were commissioned. This has been very marked in the attendance upon public schools since the United States began to raise an army for over seas duty.

RURAL AND TOWN SCHOOLS.—In my county we try to treat all children alike, realizing that each has the advantage of the other in special respects. We have tried

to unify the school standards both in rural and town schools by paying the same salary for the same grade of work to be done. Another way we unify is by preparing final examinations for certain grades all over the county.

To encourage "Back to the Country," movement next year we hope to be able to pay our teachers on qualification and experience; by so doing many teachers will move to the country schools on account of living expenses.

PRESENT EXAMINATION SYSTEM.—I have never been in sympathy with the "Flying Squadron," as it is commonly known. It has come near putting my county out of business from an educational standpoint during the war crisis, when the Government was standing ready to offer high wages and long services for all my qualified teachers. I have been unable to get one permit during the past year since the State Superintendent has the right to pass on the qualifications regardless of the local conditions. I contend that any set of county officials know or should know more about their own affairs, locally, than four people, three of whom travel and the other don't only to attend to the States' business.

If we must have this form of examinations, then I would suggest that the State empower the local authorities to pass upon the qualification of its teachers rather than the State Superintendent. Also that when the Squadron holds an examination that they be required to notify the county Superintendent, in the counties that furnish the teachers, or where they are employed, so that the local authorities will know who are qualified without having to embarrass the teacher.

NEW LAWS AND AMENDMENTS.—I am heartily in sympathy with the enactment of a Compulsory Poll Tax Law, requiring all male citizens 21 years and above who are subject to a Poll Tax, to be required to register and pay same and make failure to do so a misdemeanor and punishable as other misdemeanors are.

In my county we have quite a large negro population

and many children to provide schools for and I think it nothing but fair to us and them that they at least pay one dollar towards maintaining same. We also have a large itinerant element who have personal property but do not pay a poll tax. I think that these should pay as they invariably have large families to get the advantage of the public schools.

AMENDMENTS.—Under the Depository Law, the law should read where the General School Fund, is \$50,000.00 or less, the County Board of Public Instruction shall have the power to declare a depository. I suggest this change as a relief for the secretary of the Board in small counties, where the revenues are not large enough to enable the Board to employ enough clerical help, so the secretary is hampered from his supervision work and the children and tax payers are the losers.

The superintendents position should not be made mechanical, for when it becomes so his usefulness ceases.

Very respectfully submitted,

E. R. POPPELL,
County Superintendent.

BREVARD COUNTY.

Titusville, Fla., March 11, 1919.

Hon. W. N. Sheats,

State Superintendent of Public Instruction,

My Dear Sir:

In compliance with your request, I beg leave to submit the following brief report:

General interest in the schools continues.

NEW BUILDINGS.—Since the last report was submitted from this county there are several items of interest which I wish to submit. We had six Special Tax School Districts in this county. Since the last report one of these districts has been discontinued and reincorporated into

another; that is, the Fourth and Fifth Districts have been consolidated and bears the name of the Fourth. This consolidated district has voted bonds in the sum of \$75,000 for the purpose of building a new reinforced concrete high school building for the accommodation of the pupils of this district, same to be erected at Melbourne. The contract for the erection of this building has just been awarded at an approximate cost of \$70,000. We hope by another year to be using this building.

Three districts are now carrying bonds in the sum of \$225,000, all of which has been spent in the buildings and equipment.

Five new modern frame buildings have also been erected in the rural districts at an approximate cost of \$1,000 each. Each is furnished with modern desks, blackboards, maps, charts, etc., together with a splendidly graded library.

REPAIRS OF SCHOOL BUILDINGS.—The board has expended for repairs the past two years the sum of \$650.

HIGH SCHOOLS.—We have four schools that maintain a 12-grade course, viz.: Titusville, Cocoa, Melbourne and Eau Gallie. Cocoa has been placed on the accredited list. We hope to have Titusville accredited this year, and that next year Melbourne will get this honor. Both Titusville and Cocoa have four high school teachers, Melbourne three, and Eau Gallie two. Laboratory and library equipments have been added to each of these schools; Titusville to the amount of approximately \$900; Cocoa, approximately \$900; Melbourne, \$450, and Eau Gallie, \$350.

EQUIPMENT FOR RURAL SCHOOLS.—This board has expended within the last two years approximately \$11,000 for rural libraries and equipment. Twenty complete graded libraries have been distributed to as many rural schools, each library costing about \$300. Besides equipment, such as modern maps, charts, etc., have been added to each of these schools, the total investment for such

equipment totaling approximately \$5,000. We feel that this equipment adds greatly to the efficiency of teaching. The teacher is librarian, and is instructed to let both pupils and patrons have ready access to the library at all times.

We wish to make the school the real center of community activity.

TEACHERS.—Teachers were very scarce this school year, hard to secure at any price, but our schools are fairly well supplied at present. Several of our schools, for which we could not secure teachers, are being transported to the high schools by auto, and while this is expensive, we feel that the pupil is getting much better service.

FINANCES.—At the beginning of this fiscal year we were free of debt, but owing to the fact that we spend faster than we collect, we are now in arrears some \$15,000.

TEACHERS' SUMMER SCHOOL.—Many of our teachers attended the Teachers' Summer Schools. For the term of 1916-1917, seventeen whites and five colored attended; for the term 1917-1918, thirteen whites and four colored.

COUNTY CLUBS.—We still employ a Home Demonstration Agent at an average cost of \$71.00 per month for eight months.

COMPULSORY SCHOOL ATTENDANCE.—The question is being agitated all over the county. We have petitions on file now, representing a good percentage of the voters of the county, asking that the board call a special election to determine the question. If the next Legislature fails to enact a state-wide compulsory attendance law, we will call the special election immediately after adjournment. Owing to the criticisms of the laws, we prefer to see the Legislature make it mandatory, feeling that this will be absolutely effective.

My annual reports deal with all matters pertaining to the number of pupils enrolled, average attendance, number transported, cost, etc. It also gives average salaries of teachers, length of time, etc.

POLITICAL.—That legislator who will father, support and have enacted a state-wide compulsory educational law for the State of Florida will be the greatest benefactor this State has ever known.

Respectfully submitted,

S. J. OVERSTREET,
County Superintendent.

BROWARD COUNTY.

Fort Lauderdale, Fla., February 26, 1919.

Honorable W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I beg herewith to submit the following report of the schools of Broward County for the past two years ending June 30, 1918.

SPECIAL TAX SCHOOL DISTRICTS.—Broward County is divided into five Special Tax School Districts, and an extra three mills is assessed in each district. This gives us considerable money to supplement the General Fund and in this way we are able to run all the schools in the county eight months each year. We pay the teachers salaries for two months out of the Special Tax School District Fund and the General Fund takes care of the salaries for the remaining six months. Most of the incidentals, such as janitor service and other minor expenses are cared for by the District Fund.

FINANCES.—Our financial status is as good as could be expected under the present law. However, we could use considerable more money, if it were available. When the new ten mill amendment goes into effect, giving us three more mills for the General Fund, we shall be in a

position to make considerable improvements and pay better salaries to our teachers.

TEACHERS' INSTITUTES.—It is our custom to hold four Teachers' Institutes during each scholastic year. All the teachers of the county are required to attend, and it has been of considerable benefit in keeping up cooperative interest among the teachers and schools of the county. A regular program has been carried out and educational subjects have been thoroughly discussed by the teachers.

VOCATIONAL WORK.—We are encouraging vocational training, and have established the work in all of the white schools of the county except two. We hope to include these two schools another year. A specially trained teacher in Domestic Science and Domestic Art is in charge. We believe that boys and girls should be taught to put into practice, as far as possible, what they have learned.

TEXT BOOKS.—We are using State adopted text books in our high school and grammar schools, and a special effort is made to have the work uniform and evenly classified in all of the schools of the county. With our splendid roads, pupils who have passed the eighth grade in the other schools of the county are given transportation free to the Fort Lauderdale High School.

HIGH SCHOOLS.—The Fort Lauderdale High School is the only high school in the county. We strive to keep this up to the high standard of excellence as prescribed by the State regulations. Our teachers are graduates of the best institutions of the country and are properly certificated as required by Florida laws.

BUILDINGS.—During the past two years a new building has been erected and equipped at Davie in District No. 4 at a cost of about \$14,000. The building is of reinforced concrete, and is a very beautiful and imposing structure, situated about nine miles out in the Everglades in the thrifty little village of Davie. Such a building and equipment would be a credit to a much larger town.

An addition has been built to the Dania school in the same district at a cost of about \$10,000. This addition gives the Dania school four additional class rooms, laboratory, teachers' office, library room and other conveniences.

We have done away with all little one teacher schools in the county except one, and are furnishing transportation to the larger central schools.

In each district the buildings are all of reinforced concrete, with the exception of the one teacher school as mentioned above. There is a bond issue of \$12,000 already validated and ready to be sold for the purpose of erecting a reinforced concrete building in place of this one teacher wooden school building.

TEACHERS' CERTIFICATES.—We strive to have all our teachers obtain First Grade certificates. Teachers holding Second and Third Grade certificates, of which there are very few in the county, are required to advance their certificates each year in order to hold their position.

Respectfully submitted,

J. M. HARDING.
County Superintendent.

CALHOUN COUNTY.

Blountstown, Fla., March 6, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

In keeping with former custom and complying with your request of the 8th ultimo, I beg leave to submit you the following brief report of the school of Calhoun County for the two years, ending June 30th, 1918:

NEW SCHOOL BUILDINGS.—Since making my last biennial report we have built four new school houses, one at each of the following places, viz.: Cypress Creek, Massadonia, Morgan and Port St. Joe. The first two mentioned are splendid, fairly modern arranged two-room school buildings, complete, except one is yet to paint. The one at Morgan is a one-room school building, complete, except ceiling and painting. These houses were built before the advance of material and labor, and cost us (the three) about \$2,250.00. All are very well furnished with blackboards and patent desks. The Port St. Joe building was made possible by a bond issue and will be discussed in a later topic.

LENGTH OF TERM.—We run or maintain all of our schools six months from the General School Fund. Those that run longer than six months are maintained by Special District School Funds, or from funds or sources other than from the General School Fund.

EXPENDITURES.—During the last two scholastic years we have paid our teachers a total salary of \$32,023.26. Of this sum \$30,490.26 was paid to white teachers, and \$1,533.00 to negro teachers. These figures show that we have paid our teachers a salary of \$7,137.40 more during the last two years than the previous two years. This is due to an increase in positions and, in some instances, an increase in the salaries of teachers. The average monthly salary of our teachers two years ago was: males, \$47.28; females, \$38.78; negroes, \$20.00. The average monthly salary of our teachers for the last two years, ending June 30th, 1918, was: males, \$53.30; females, \$39.92; negroes, \$20.00.

Aside from the expenditures for the salaries of teachers and new buildings, I give below some of the other more important expenditures, viz.: for new furniture, \$1,966.35; for apparatus, \$1,197.56; for repairs of buildings, \$695.17; for fuel, \$184.70, and for free books \$344.76. Some of the districts furnish free books.

HIGH SCHOOLS.—I was very much in hopes that we could name at least one Junior High School in this report, but for the reason mentioned in my last bi-ennium I cannot report a single one.

SPECIAL TAX SCHOOL DISTRICTS.—We have, in all, twenty-one Special Tax School Districts, one only of which is bonded. Practically the whole county is districted. All the districts levy a maximum 3-mill tax which taxes are expended for various purposes, such as lengthening the school term, supplementing the salaries of teachers, supplementing the county appropriation for new buildings, repair of buildings and so forth.

BONDED DISTRICTS.—We have one bonded district, viz.: Special Tax School District No. 16. This district floated a bond issue of \$15,000 in 1916, with which we have had erected a nice two-story six-room brick school building with an auditorium with a seating capacity of 350 people. This building, proper, unfurnished, cost us a little better than \$14,000. The little amount left over after paying the contractor, architect and the expenses incident to floating the bonds was invested in school desks and so forth. The building is located at Port St. Joe, on the beautiful St. Joseph Bay, and we feel very proud of it, and think we have a most splendid building for the money.

LIBRARIES.—Several of our schools have libraries of more or less importance, and we have had two schools—Port St. Joe and Dalkeith—to add in splendid libraries during the period of this report.

COURSE OF STUDY.—Everybody, school officials, teachers and all, seem proud of our new Uniform Course of Study, and I think it is going to prove a great benefit to the teachers and schools throughout the State.

FREE TEXT BOOKS.—I am of the same opinion about the free text book system I was two years ago. I am positively not in favor of free text books.

TEACHERS' INSTITUTES.—We have an organized Teachers' Institute or Association, and find it very much worth

while, and that we are more than repaid for the time and energy expended in these institute meetings.

TEACHERS.—As a rule, we do not have much trouble in supplying our schools with legal certificated teachers, and do not have to use but a very few out-of-the-county teachers. A very large per cent of our teachers, as a rule, though, are not as well trained and as efficient as we would like for them to be. I find, however, they are as good as the average county affords, and are as good as we can expect for the salaries we are forced to pay.

SCHOOL FINANCES.—We are in debt some, but our financial condition is not bad. At the close of the last scholastic year, June 30th, 1918, the board was out of debt and had a balance of \$1,563.32. Owing to the fact that probably two-thirds or more of our expenditures fall on us during the first half of the scholastic year, and owing to the further fact that the bulk of the taxes are not paid in until the latter half of the scholastic year, necessitates our negotiating a loan of about \$8,000 for a period of from eight to ten months every year. I want to state here though that each scholastic year takes care of itself, and if the taxes could be collected in during the first half of the scholastic year instead of the latter, we would not have to borrow money at all, and would save from \$400 to \$600 interest.

We levy the maximum 7 mills, and as soon as the Legislature meets and enacts a law to that effect, making 10 mills the maximum tax levy, which law is made possible by the 10-Mill Constitutional Amendment of November 5th, 1918, we are going to ask our County Commissioners for a 2-mill raise. We need the full 3-mill raise, but we want to be as lenient as possible with the taxpayers and not thrust too great a burden on them at once.

In conclusion, I am pleased to say that our schools have shown very satisfactory progress during the last two years.

Respectfully submitted,
J. FLAKE DURHAM,
County Superintendent.

CITRUS COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction.

Dear Sir: Complying with your request for a report of the schools of Citrus County, I beg to submit the following:

Public school sentiment in this county is the very best. Although influenza caused the schools to be closed for several weeks this term, all schools are now being completed except one which has completed this year's term. Thirteen white and two negro schools are now running with 660 white and 208 negro pupils attending.

SCHOOL BUILDINGS.—No new buildings have been erected the past two years. None have been needed. Every community in this county has a creditable school building equipped with modern desks, blackboards, charts, etc. All buildings are in very good repair, our people taking pride in keeping buildings and grounds in good condition.

HIGH SCHOOLS.—The Citrus County High School at Inverness is the only accredited High School. This school is located in a building that would be a credit to a much larger city, being a brick and having thirteen large rooms. It has an enrollment of about fifty students. Four teachers are engaged in High School work, three giving their entire time to High School work, and one part time, besides the music teacher. The school has a growing library, a fairly well equipped laboratory, equipment for

domestic science and music. Much interest is now shown in domestic science, music and athletics. The loving cup for the West Coast High School meet was won last year, competing with such schools as St. Petersburg, Clearwater, Ocala and other larger schools than ours.

Two other schools are doing quite a little high school work in this county, although not accredited high schools, viz.: Floral City and Crystal River. Floral City has an enrollment of seventeen in the Ninth and Tenth Grades and Crystal River ten. We hope to see these schools accredited high schools in the not distant future.

TRANSPORTATION.—Students are being transported from several sections of the county to the high school at Inverness. Three cars run regularly and part board is allowed others for attending. Some of the smaller schools were discontinued and pupils transported. The problem of transportation is not yet worked out entirely, but for the most part it is giving satisfaction. Some are especially pleased, as children from the smaller schools are getting the benefit afforded by the larger schools in teachers and equipment, and contact with a larger number of students.

SPECIAL TAX DISTRICTS.—For a number of years this entire county has been organized into sixteen special tax districts, and all but two levy three extra mills for the maintenance of longer and better schools.

FREE BOOKS.—We have had the free book system for several years, and it would be impossible to defeat it. The proceeds of hunting license turned into the school fund the past two years would very nearly or quite pay for the books. Teachers find the free book system quite a convenience, as all pupils can be furnished with a complete set of books without any delay, thus giving each child the same chance so far as books are concerned.

TEACHERS.—Our country schools are taught almost entirely by Citrus County girls. These young women are, as a rule, conscientious and hard workers. They need training, it is true, and all are being encouraged to attend

the summer schools. Our teachers receive as much compensation as do teachers in much wealthier counties and all seem satisfied to remain with us.

COURSE OF STUDY.—Although we had a course of study and every school in the county was graded, we are pleased with the State course, and our schools are graded accordingly. We believe the State course fills a long felt want, as it puts the schools of the entire State in a more uniform system. In this connection we wish to praise the work of the State rural school inspectors. We believe they are doing a great work, and heartily endorse their efforts.

Respectfully submitted,

I. O. FENDER,
Assistant County Superintendent.

CLAY COUNTY.

Green Cove Springs, Fla., Feb. 18, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

In reply to your request I herewith submit to you a brief report of the schools and school work of Clay County for the two years ending June 30, 1918.

NEW SCHOOL BUILDINGS.—There having previously been a good supply of school buildings erected we found it necessary to erect only rural one-room school buildings to the expense of \$1,100.00.

REPAIRS TO SCHOOL BUILDINGS.—In the two years ending June 30th, 1918, we spent \$506.38 in repairs, including painting.

For Teachers' Salaries—\$30,552.50.

For Insurance on School Buildings—\$527.61.

HIGH SCHOOLS.—We have established one Junior High School at Middleburg, Florida; we had one Senior at Green Cove Springs. While these high schools do not in every way come up to the standard by reason of the required number of teachers, we are doing good work in both. Attendance in both is good.

TEACHERS.—Our supply of certificated teachers for the period in question was ample for our rural schools, both white and negro; our shortage being in High School teachers and our funds being insufficient to invite them from elsewhere.

The salaries of our teachers range from \$35.00 to \$125.00 for white teachers; \$30.00 to \$60.00 for negroes.

SPECIAL TAX SCHOOL DISTRICTS.—We have our entire County Special districted except one small area, designated Sub. No. 4, which has ceased to exist on account of residents failing to hold election. Special Tax School Districts Nos. 1, 2, 3, 5, 6 and 12, embracing all the remainder of the county. All these districts levy a three mill tax, the money being used mainly for teachers' salary.

We have thirty white schools and eight negro schools, all of which are in Special Tax School Districts; one, eight teachers, white; one, four teachers; two, two teachers, and twenty-six with one teacher; colored schools; one four teachers and seven one teacher schools.

We carry no bonds, neither do we have compulsory school attendance.

SCHOOL LIBRARIES.—We have ample libraries in our high schools and a few of our rural, and advocate libraries in all of our schools.

EVILS OF ALCOHOL AND NARCOTICS.—The teaching of the evils of Alcoholics and Narcotics is not neglected; we use the State adopted books "Riche's Primer of Sanitation," "Primer of Hygiene," "Human Physiology" and supplement "Health is Wealth" for primary pupils.

FINANCE.—Our finances are in good standing; we have an old funded debt of \$8,000.00 against the General School Fund which we are taking ample care of, paying our annual installments promptly.

Yes, we pay teachers promptly. When we have no funds on hand to pay teachers, we borrow money from the bank, always keeping within our lawful bounds. We include our annual payments of indebtedness in our annual expense budget. Special Districts have no indebtedness.

UNIFORM TEXT BOOKS.—Uniform text book law is good and is being enforced in my county. If I were to suggest any changes it would be in English.

TEACHERS' COUNTY INSTITUTE.—No, we have no Teachers' County Institute.

TEACHERS' SUMMER SCHOOL.—Approximately twenty-five of our teachers attend a Teachers' Summer Training School.

VOCATIONAL WORK.—We are doing a very good work in agricultural lines under Mr. W. T. Nettles as County Demonstrator and Home Economics under Mrs. W. T. Nettles. Approximately two hundred children are taking this valuable work. To Mrs. Nettles, Canning Club Agent, or Home Economics Agent, we pay \$400.00 per year for ten months work from the General School Fund. Our county is practically covered by this work.

TRANSPORTATION OF PUPILS.—We transport but few pupils, this being in places where there are not enough pupils to support a one teacher school. I approve of consolidation of school by transportation or otherwise, where such can be done. Reason; that pupils can be better accommodated where it is possible to classify them in their proper grades, and this can be better done in schools of more than one teacher.

In the past two years we have expended \$819.10 in transportation of pupils, transporting approximately thirty-five pupils at a cost of \$12.04, per pupil per term of six months.

PROGRESS OR RETROGRESSION.—Our schools are as a rule in good standing, teachered by as good teachers as the average community teacher for rural county schools. Our town and village schools have made fair progress, completing all designated work for the grades, under teachers of excellent ability.

With fondest hopes for the educational uplift of Florida as a whole, I am yours truly,

G. J. NORTH,
County Superintendent.

COLUMBIA COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: Complying with your request, I submit the following report of the school work in Columbia County for the past two years. I regret that I cannot make as elaborate report as my predecessor. Conditions operating against successful work in the public schools of the county seem to begin about the time I came into office. However, the work has not been a failure, and I trust that I may be able to accomplish more in my next two years.

NEW BUILDINGS.—We have erected two, both wooden structures.

REPAIRS.—We have repaired and painted several buildings. The fact is that all our buildings present a very respectable appearance. They are all supplied with patent desks and good blackboards. The colored schools are also well equipped.

SALARIES.—We realized more than a year ago that we were going to have to increase the salaries of teachers. In order to do that we were compelled to do less building and repairing.

HIGH SCHOOLS.—We have one standard senior high school, located at Lake City. This school is well equipped

and I think doing splendid work. The teachers and pupils seem determined to make "promotion day" this year a red-letter day, by being able to maintain the former per cent. of promotions with one month less actual study. The faculty is required to measure up to the standards required by the state board of education. The department of domestic science has been added since the last biennial report, and is doing very efficient work.

JUNIOR HIGH SCHOOLS.—We have two in the county. One at Fort White and one at Watertown. Both are in charge of principals holding state and special certificates. They have also an able corps of assistant teachers that we appreciate very highly. We are not going to be content until our Lulu school is added to this list. They have the material, and with a hearty co-operation of the patrons, the Lulu school will come to the front. This is my prophesy.

I heartily endorse the state regulations for high schools, and I am willing at all times for our schools to be measured by this standard.

RURAL SCHOOLS.—Our rural school work has been closely looked after, and good work has been done in most all of them. When you begin to look around for 132 teachers to supply the rural schools of this county, for that is the number required to teach the rural schools, you will find that you have a big job on your hands. If you succeed in getting efficient teachers for all of these schools, you are indeed fortunate. Not that every one does not wish to succeed, but some fail for lack of better training. I favor a teacher's training department in our high school, and hope that it will not be long before we have one.

SALARIES.—Salaries of teachers are being increased, and I am sure is being appreciated; and more cheerful work is being done by most of them.

CO-OPERATION.—A better co-operative spirit seems to prevail now among many of the patrons of the public schools.

FINANCES.—Our finances are in very good condition. This, however, does not always mean the best financial management. Sometimes money is saved at the expense of the object for which it is being used. This is poor economy, and should not be countenanced. I did regret that our people “snowed-under” the school amendment. Millage for other purposes seem to have been increased in the past ten years. Surely no interests in the county is more deserving than the public schools—good roads not excepted.

CONSOLIDATION.—I favor consolidation of schools under certain circumstances. Consolidation in localities where the fewest number would be inconvenienced, and I favor the school board being the judge. It is too difficult to get the average man to lose sight of his own ideas and his own interests. I plead guilty to that myself, and I am willing to allow it to others except where the public is interested. My limited experience and observation teaches me that the fewer the number of grades the teacher has under her supervision, the better will be the results obtained—and results are what we are after, and the quicker obtained the better.

SPECIAL TAX DISTRICTS.—We have ten districts, and most of them are in good financial condition.

RURAL SCHOOL INSPECTORS.—I believe that our two rural school inspectors are ideal men for the place. They make an ideal combination as one of them seems to stress the grading and classification of the schools, while the other stresses drill and thoroughness. I believe the general plan for state rural school inspection is all right so far as it goes, but it does not go far enough, they average visiting about five schools in this county per year, and their visits are beneficial. I advocate either abolishing that office or putting on sufficient force to render some real service to the rural schools of the State.

THE STATE BOARD OF EXAMINERS.—I must confess that I hardly feel competent to judge of the efficiency of their

work, yet I will venture this as my opinion: It would be difficult, very difficult, to find a committee of three who are more interested in the class of teachers turned out than would the county superintendent. He is the one who has to deal with the teachers.

INDUSTRIAL WORK.—While we haven't a county demonstration agent for this county at the present, I have always favored industrial work in connection with the schools, and have always encouraged the organizing of canning clubs, pig clubs, and corn clubs, among the boys and girls of the various schools of the county.

THE UNIFORM TEXT BOOK LAW.—I am in favor of the uniform text book law. I have only one change to suggest in the list of text books. Our teachers are almost unanimous in their objection to Hyde's text in English for the grammar grades. They claim that Hyde's English does not furnish sufficient drill in the fundamental principles of English Grammar.

THE STATE COURSE OF STUDY.—I believe that the adoption of the state course of study was the greatest single step toward securing uniformity in the schools of the state. A copy of this course of study is now in the hands of all our teachers, and we are making a special effort to see that all of our schools are properly graded.

COMPULSORY SCHOOL ATTENDANCE.—I favor a state-wide compulsory attendance law, with adequate provisions made for its enforcement.

Yours very truly,

JAMES R. LITES,
County Superintendent.

DADE COUNTY.

Miami, Fla., March 3, 1919.

Hon. W .N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In accordance with your request I am giving you the following brief summary of the progress of public education in Dade County for the bi-ennium ending June 30, 1918:

BUILDINGS.—In order to provide for the rapidly increasing school population new buildings are erected every year, and the two years just passed have not been an exception. New buildings to the amount of approximately \$200,000 have been erected, though in a large part these buildings have been additions to those which have become too small for the districts for which they were intended. The scheme of architecture is such that our buildings may be added to without destroying the architectural beauty and symmetry of the buildings, and in most cases are designed from what is called the unit plan which may be added to from year to year without sacrificing either beauty or utility. The prevailing type of buildings in Dade County is a modification of the Spanish mission style which is well adapted to this climate. In one instance a building designed as a type of Italian renaissance is considered by many one of the most beautiful in this section. The material used is reinforced concrete with tile roof which gives a maximum of durability and calls for practically no repairs. The funds used in the construction of buildings were derived from special tax school district bond issues.

HIGH SCHOOLS.—We have now in Dade County four

Senior High Schools as follows: Miami, 377 pupils; Homestead, 42 pupils; Redland Farm Life, 20 pupils; Lemon City, 29 pupils. We have three Junior High Schools as follows: Larkins, 13 pupils; Cocoanut Grove, 14 pupils; Arch Creek, 11 pupils. The high schools are not only housed in beautiful modern buildings, equipped with apparatus, libraries, and furnishings of the best class, with a teaching force the equal to any in the land, but the work being done compares favorably with that of any high school in the country. Indeed, the requirements for graduation from the senior high schools are higher than those of many other sections. This year a pupil entered the senior class of the Miami High School from a high school in Columbus, Ohio, where a less number of units is required for graduation than in our high schools. After completing the year's work here this pupil was given a diploma by the North High School of Columbus, whereas she was denied a diploma here for the reason that she was short one unit. The year's work done in this county by her was fully accredited in the Columbus High School.

CONSOLIDATION.—In all rural communities consolidation is an accomplished fact; from two to seven schools being combined to form a large central school where work is being done for the rural boy and girl the equal of any in the city schools. It makes possible a high school education for every boy and girl in Dade County. This work of consolidation has been greatly aided by our splendid system of hard-surfaced roads, and by the intelligent co-operation of a progressive citizenship. It costs more to run consolidated schools, but the increased efficiency of the work and consequent improvement of the schools in every way justify the cost.

STATE COURSE OF STUDY.—We are very much pleased with the uniform course of study recently adopted. Unfortunately, copies were not received in this county until after the majority of our schools had opened this year.

A strenuous effort is being made to gradually work into the state course, and by the end of the school year 1918-19 the change will have been effected. The new course is very much like the course we have been following in this county, making it easy to conform with the new.

NEEDED LEGISLATION.—I am very much in favor of free text-books for the children of Florida. I also favor state-wide compulsory school attendance, teachers' pensions and increased facilities for training teachers. I also strongly believe that the public school system of the state should be modified to suit the reconstruction period just following the great world war, which has wrought such a change in social and economic conditions.

SMITH-HUGHES SCHOOL.—Our Smith-Hughes School located at Lemon City is doing splendid work both in academic and vocational education. The agricultural teacher is thoroughly competent and full of enthusiasm for his work. Pupils are entering into the work with vim and the school farm is a success. Home project work is being carried out by the students in addition to the common projects carried out on the school farm. The building is well equipped in every way for doing effective work, and this school bids fair to be a source of pride to this entire section.

EXAMINATION SYSTEM.—I approve of the present system, but desire to see a modification of the law to relieve counties like Dade that are so far away from other portions of the state as to make it impossible to secure a sufficient number of certificated teachers.

CONCLUSION.—The progress made by Dade County schools for the biennium just passed has been very satisfactory. We point with pride to the fact that notwithstanding Dade County has perhaps the greatest per capita indebtedness of any county of Florida, the constitutional amendment to allow a levy of ten mills for com-

mon schools was carried in the November election by the best majority of any county in Florida—that of over seven to one.

Respectfully submitted,

R. E. HALL,
County Superintendent.

DESOTO COUNTY.

Arcadia, Fla., Feb. 12, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: Complying with your request, I herewith submit biennial report for the years 1916-1917-1918:

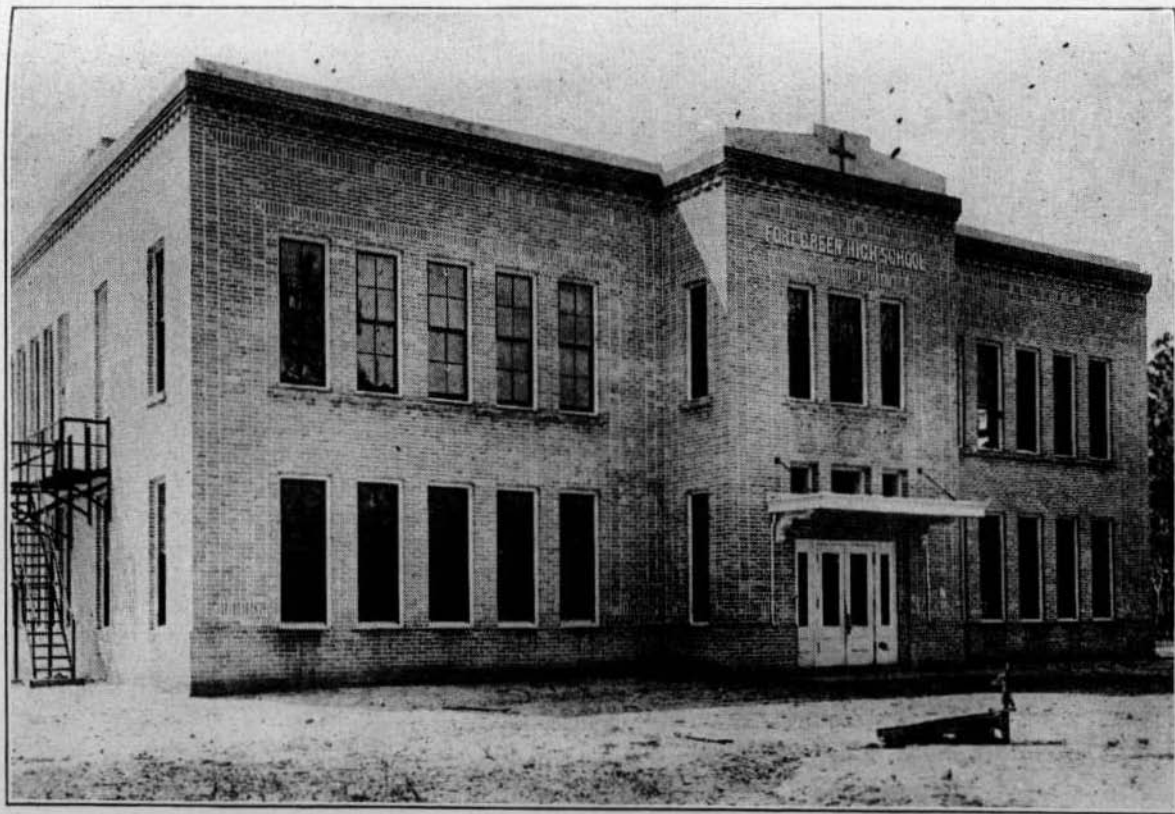
NEW SCHOOL BUILDINGS.—During the past two scholastic years nine new buildings have been erected at a cost of \$58,500. Two Special Tax Districts, Ft. Ogden and Arcadia, have bonded but have not built on account of present high cost of material and labor.

The following are the buildings completed:

College Hill, consolidated, frame, five rooms.....	\$ 2,500
Murdock, consolidated, frame, five rooms	2,000
Joshua Creek, consolidated, frame, three rooms ..	2,000
Moore Haven Grammar and High, frame, six rooms	2,500
Buck Head Rural, frame, one room	500
Oak Hill, consolidated, brick, six rooms	8,000
Ft. Green Grammar and High, brick, nine rooms..	17,000
Gardner Grammar and High, brick, eight rooms..	10,000
Limestone Grammar and High, brick, eight rooms	8,000
Popash, Grammar and High, brick, five rooms...	6,000

All the brick buildings are equipped with the best modern desks and each has an auditorium seated with opera chairs.

BUILDINGS REPAIRED.—Some repairs have been made. It is the policy of the present administration to repair and build new houses as soon as material and labor decline.



Fort Green Graded and High School, Fort Green, DeSoto County, Fla. Cost, \$17,250.

HIGH SCHOOLS.—We have four senior high schools, two intermediate, and six other schools doing some high school work. It is the policy to inaugurate nine grades in every school having three or more teachers and a sufficient number of pupils desiring to pursue high school work. By this method we are able to carry the first year in the high school to the largest number of pupils possible, thus enabling the pupils to remain under the influence of the home as long as possible. By so doing we are also able to establish community centers, which has proven to be very helpful.

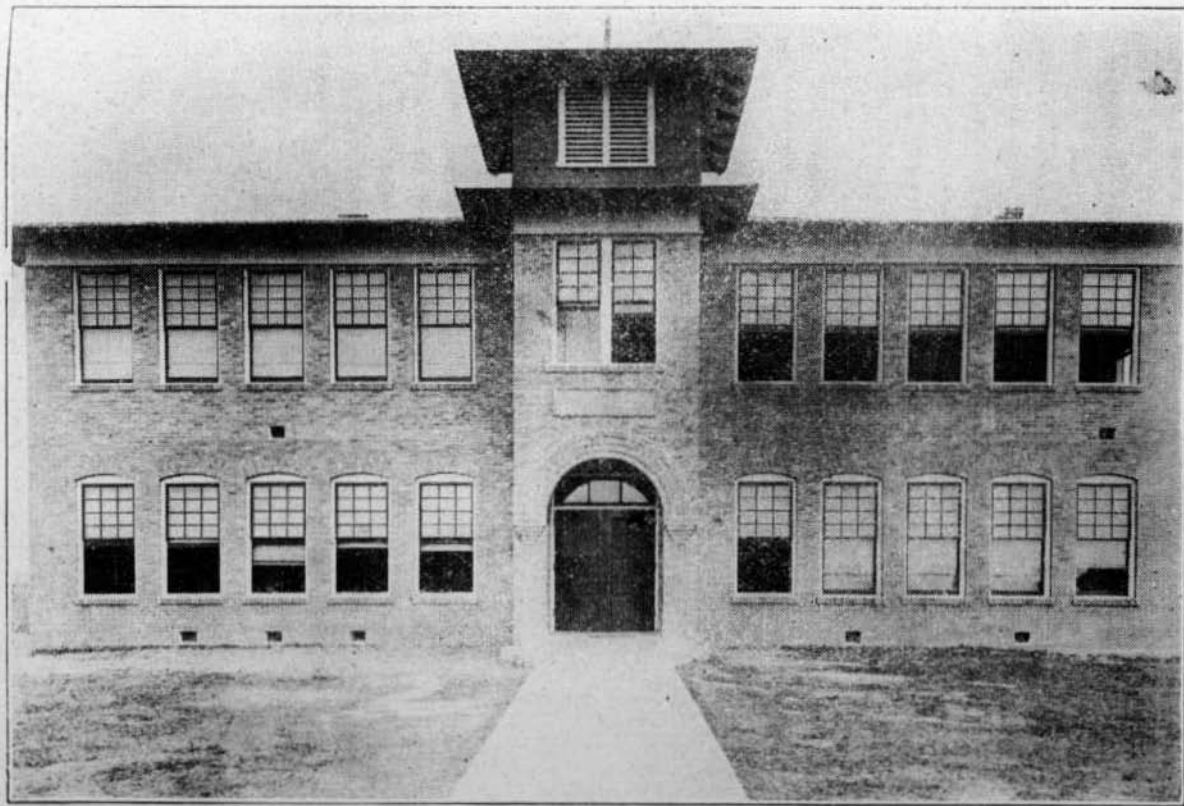
We favor making each and every school doing high school work thorough as far as the work is carried.

TEACHERS.—Efficient teachers are limited, but we are gradually overcoming this by means of the Teacher-Training Department located in the DeSoto County High School, by drawing upon the normal departments of the colleges of the state, and by paying better salaries.

The average monthly salary paid teachers for the biennium ending 1916 was: Males, \$76.43; females, \$55.97; for the year ending June 30, 1918: Males, \$92.21; females, \$60.69; an increase of \$15.78 for males, and \$4.72 for females.

SPECIAL TAX DISTRICTS.—There are 40 Special Tax School Districts, including all the territory of the county. Each district levies a 3-mill tax. The funds raised from this source enable the districts to make necessary repairs, meet current expenses, and in some instances increase the salary of the teachers or lengthen the term of school.

It is the policy of the present administration to divide the larger districts when possible, as we find more local interest is taken thereby, and ill feelings among the schools are eliminated. Of these districts, fifteen have issued bonds and have erected, in most instances, modern brick buildings with ample furnishings, equipment and auditorium.



Gardner Consolidated School, Gardner, DeSoto County, Fla. Cost, \$10,000.

SCHOOL SANITATION.—The various schools of the county are complying with the law regarding sanitation. The teachers are faithfully teaching the evil effects of alcohol and narcotics.

UNIFORM TEXT BOOKS.—The uniform text book law has proven satisfactory. We have some trouble in keeping a supply of books in the County Depositories, however. Some criticisms have been made of the following text books: Wheeler's Reader, Hyde's Grammar, Spellers and Histories. The histories and geographies should be revised to date.

SCHOOL FINANCES.—The County Fund is somewhat in arrears owing to the fact that the increase in the valuation of property has not kept pace with the greater increase in population. The Constitutional Amendment enabling the County Board to increase the millage will place the finances on a firm basis.

The Special Tax Districts are in good condition with a healthy balance in most every district.

VOCATIONAL WORK.—DeSoto County is making rapid strides in vocational work in the schools. Manual Training and Household Arts are taught in nearly all of our high schools. In addition, our Home Demonstration Agent is giving lessons in cooking and sewing in a number of schools where the conditions for conducting the work permit. Our Home Demonstration Agent and our Farm Demonstration Agent have proven to be of great assistance to the boys and girls of the schools. The Canning Clubs, Sewing Circles, Poultry Clubs, Corn Clubs, and Pig Clubs are getting excellent results under the Agents' directions.

LIBRARIES.—We have a well selected library costing \$150.00 in nearly every school in the county. The High Schools, in addition, have large libraries including ample reference books and current literature.

PROGRESS.—DeSoto County Schools have made rapid progress in buildings and equipment, personnel of teach-

ers, and attendance of pupils. The patrons are awakening to the importance of better educational advantages.

We are devoting a great deal of time to help bring up the standard of the rural schools. In most instances, they are well graded. Special attention is given to encourage the pupils to attend regularly and complete the course of study prescribed.

Graduation exercises are held at the close of the term, with an appropriate program. The pupils completing the eighth grade are given certificates of graduation, and are promoted to the high school. The patrons as well as the pupils are stimulated thereby to greater efforts. Most of the graduates enter one of our high schools the next year and, in most instances, rank among the highest in scholarship and deportment.

EXAMINATION SYSTEM.—The new system of examination for certificating teachers is an improvement on the old in many respects. The greatest objection to the law is, that it does not give us the examinations just at the time when most needed. We also think there should be some system of reporting results of the Examining Board to the several County Superintendents at regular intervals. In this way each County Superintendent could keep a record of the teaching force in the State.

Respectfully submitted,

P. G. SHAVERS,
County Superintendent.

DUVAL COUNTY.

Jacksonville, Fla., March 5, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Availing myself of the opportunity offered by you, I take both pleasure and pride in the following statement touching educational achievements in Duval County since my last report closing the bi-ennium ending June, 1916. Since that report a million dollar building program, regarding which I wrote at some length, has been practically completed and the buildings are in use. These buildings, with their equipment, are meeting every expectation and afford visible evidence of money wisely and economically expended. It is not an extravagant claim when the statement is made that no city in the South, or any other section of the United States, population considered, possesses an equal number of modern school plants.

TEACHERS.—We have continued to experience difficulty in securing competent teachers, greater this year, of course, than in previous years. Why this is true is known to everyone. Even in normal times we find it not easy to get qualified teachers, due to the shortage locally and in the State, of teachers who can meet the minimum qualifications required for assignment in the City of Jacksonville and suburban schools. We require of all grade teachers in the city and suburbs one year's professional training in a standard or reputable normal or training school following four years in an accredited High School. We are still one year short in our requirements in the matter of professional training of the minimum recommended by the Department of Superintendence of the National Education Association as set

forth in resolution passed at its recent meeting in Chicago. It is our opinion that now that the war is over and that many of the teachers, who left the profession to engage in war work and allied occupations, will return to be able to raise our minimum requirements to the minimum recommended by Superintendents of the country in their annual meeting referred to. While speaking of the shortage of teachers, every school man knows that this is the most discouraging fact as well as the most serious problem connected with the administration of the schools of the State. The situation is grave. I mean the shortage of qualified teachers; those who have sufficient academic education and professional training to make their work successful. A raise in salaries will help to relieve the situation, but this alone will not give us trained teachers; coupled with it educational and professional qualifications must be demanded. Very many of the teachers engaged are now drawing more money than they are worth, and I am wondering since it has been made possible by the adoption at the polls at the recent election of a constitutional amendment authorizing an increase in assessment for school purposes, if the general public who pay the taxes, will insist that this increase be used to employ the best talent that can be found, or it will be satisfied that Boards retain the inefficient, uneducated teachers at an increase in salary. School Boards are frequently criticized for retaining incompetent and unsatisfactory teachers, but the hardest job that a school official ever undertook was to separate from the system the inefficient, because of the insistence of the friends of such teacher that she or he is at the top of the profession. Competition is just as much the life of the profession as it is the life of trade and the principle should be applied in administering the school affairs of the city and county.

VOCATIONAL WORK—INDUSTRIAL—COMMERCIAL—HOME ECONOMICS.—The schools of Jacksonville are supplied

with the latest and best equipment for the carrying on courses in Manual Training, Domestic Science, Home Making, etc., while the commercial branches, in addition to these, are taught in the high school under a corps of competent and well-trained instructors. Courses have been organized at the Duval High School for night classes for adults under the Smith-Hughes Federal Act. We are offering work in blueprint reading, carpentry, drawing, etc., and enrolled in the classes are to be found 175 industrious craftsmen. We contemplate expanding this work another year to include part time schools as well, giving the salesladies opportunity to take salesmanship, and those in offices to take commercial courses, etc. I should like to say in this connection, and in passing, that the State Legislature acted with wisdom, foresight and generosity when it accepted the Smith-Hughes fund and appropriated from the state funds the amount necessary, dollar for dollar, to meet the requirements of the government. These enterprises have, in my opinion, a great future, and through them both labor of the hand and of the brain will be raised to a higher plane.

CANNING CLUB WORK.—The Canning Club work continues in Duval County with increasing interest. The Board of Public Instruction made an increase in its appropriation last fall, bringing the amount up to \$1,000, and the agent, Mrs. J. H. Wellington, is doing splendid work in the schools and in the communities of the county. I cannot too strongly emphasize the value and importance of this endeavor.

RURAL SCHOOL SUPERVISOR.—We have extended our policy of close supervision to include the rural schools, a strong, experienced and capable supervisor having been appointed with the opening of the schools in the fall. The board provided the supervisor, Mrs. Mabel V. Wood, with a car so that she could reach the schools readily and often. She spends her entire time in the rural districts of the county visiting the schools, assisting the

inexperienced teachers, holding parent meetings, concerning all of which work or activity she files a complete and comprehensive report monthly in the Superintendent's office. She prepares outlines and assists the teachers in many other ways, besides meeting them in general meeting once a month at the court house for conference and instruction. The greatest need in the counties of the state is for just this. The County Superintendent, even if competent, with the many duties of his office, would not find it possible to give that individual and close, careful supervision to the schools that they require if the best results are to obtain. There must be intelligent supervision, which can only be administered by an intelligent supervisor. "If the blind lead the blind, both will fall into the ditch."

COMPULSORY ATTENDANCE LAW.—Last summer an election was held in Duval County to vote upon Compulsory Attendance, the results of which election were most encouraging, reflecting a sentiment in favor of compulsory education that is indeed gratifying and hopeful. The law should now, however, be amended, making it state-wide in its operation and increasing the length of compulsory attendance. There are other defects in the law that could be and should be cured by amendment. I believe that the people of the state are now ready for a state-wide compulsory attendance law and one that will really *compel* the indifferent and careless parent to send his children to school. This law should be "a mouthful of teeth."

TEACHER TRAINING DEPARTMENT.—It is to be deplored that so little interest has been taken over the state in Teacher Training Departments in high schools provided for by the Legislature, 1915 session. I understand that very few counties are operating such departments. This is the third year of the Teacher Training Department in the Duval High School, and I am prepared to state that the results here fully justify the undertaking. I hope the Legislature will renew the appropriation so that

those counties that are conducting such departments, or that may wish to establish them, may have the assistance and encouragement of the state.

COUNTY SCHOOL BOARDS.—In my report of two years ago I made the statement that I favored the small board. I now reiterate that statement. The small board is becoming the rule throughout the nation. Some of the largest cities have reduced the school board numerically from a numerous board to a board of five or seven.

EXAMINATION LAW.—We have now been operating practically two years under the new system of examining teachers, provided for by the last regular session of the legislature, and for a new system the results would seem to justify the change that was made. There are of course many imperfections and defects in the present law, but these should be remedied and the system not destroyed. The Examining Board idea, it seems to me was a move in the right direction and with patience, conscientious effort, sincere co-operation from educational forces of the State, can be relied upon to make suggestions that will ultimately give us a satisfactorily working examination system. The old system, thread-bare, antiquated, awkward, should have been thrown into the scrap heap long before it met that fate. Those who wish the restoration of the system should go slowly if they would avoid retrogression in education. The system which the new replaced was unsatisfactory enough; and the county system would prove WORSE than none.

NEW LAWS AND UNIFORM TEXT BOOKS.—I have no recommendations to make at this time with reference to out-and-out new laws. The County Superintendents will meet in convention March 18, which date will have passed before your report comes out, and at that time suggested laws will be discussed and some recommendations will be made. We should not ask too much; only for legislation that is needed; that is, that which will tend to improve the schools and school conditions in the State.

I have mentioned the compulsory attendance law and under this head I should like to state that it is my opinion that there should be an adoption permitting a change in some of the texts in use in the elementary schools as there has not been an adoption in these texts since the first one, now nearly ten years ago. Several of the books that were adopted at that time were antiquated and are now a joke. Of course there was a High School adoption two years ago, under the amendment to the uniform text book law including High School books.

Yours truly,

F. A. HATHAWAY,

County Superintendent.

ESCAMBIA COUNTY.

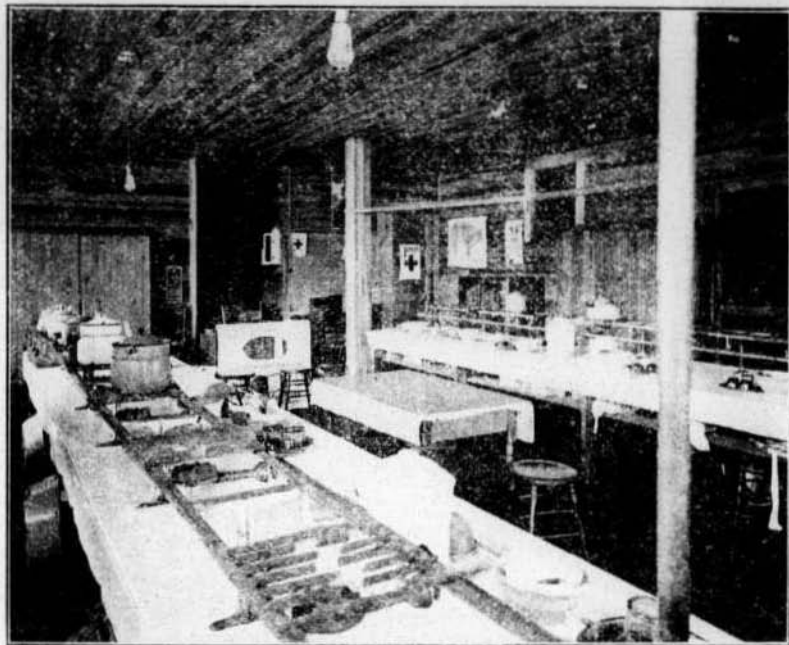
Pensacola, Fla., March 3, 1919.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

Replying to your request that I send you my bi-ennial report, I beg to hand you the followin:

NEW BUILDINGS.—During the last two years little building has been done in Escambia County. Only six school rooms have been added since my last bi-ennial report. A costing \$1,786.50, and a two-room building at McDavid two-room school was built last year at Pleasant Grove, for the sum of \$1,610.35. One room was added to school No. 17, City, at an expense of \$509.60, and a one-room building at Enon was erected at a cost of \$617.00. In addition to the above, the "Gipsy Smith Tabernacle" was overhauled and was used for the High School last year. The purchase price together with the remodeling cost



Domestic Science Department, Pensacola High School.

about \$10,000, but we could hardly classify this as a new building since we intend to use it for only a short time.

PENSACOLA HIGH SCHOOL. — Although inadequately housed in temporary quarters, the building occupied at the time of my last report having been destroyed by fire soon thereafter, all departments of the High School have been regularly maintained and the school has continued to measure up to the requirements of the State and Southern Association of Secondary Schools and Colleges and is a regularly accredited school. The enrollment for the past year reached the high water mark of 389 with evidence of much larger enrollment next year. The enrollment as shown by my bi-ennial report of 1916 was 295. I feel sure that each department will be directed during the year of 1918-19 by experts in their respective fields and will measure up to the State's requirements in the way of certificates. The Teacher-Training Department is in immediate prospect and it is confidentially expected that ere another bi-ennium shall have passed this much-needed department will be a permanent feature of the High School. Plans for the introduction of Military Training are well under way.

Worthy of special mention, I think, is the Department of Home Economics. This department was introduced in 1915 with an enrollment of 12 girls. Being one of the leading educational and cultural, as well as practical courses of the day, the department grew rapidly in popularity and scope, due to the growing need of such a department in the public schools of our city. At the close of the year 1917 there were 115 enrolled in this course. In keeping with the state regulations one-half unit per year is given for completion of one course in either Domestic Science or Art, making at the end of the four years two credits for the entire course. A course in sewing is open to the Sophomores and Seniors, especially. In the Sophomore grade they cut and make pot holders, tea towels, caps, cooking aprons, and a suit of underclothes,

while in the Senior year they cut and make a middy blouse, two dresses, one plain dress and one fancy thin dress or shirtwaist for graduation, a heavy skirt and either a baby dress or shirtwaist. In cooking work we have students enrolled from every class, there being only two courses—first year Domestic Science and advanced Domestic Science.

J. M. TATE AGRICULTURAL SCHOOL.—Since my last biennial report the J. M. Tate Agricultural School Building has been completed and has been designated by the State Board for Vocational Education as one of the eight schools to receive aid under the Smith-Hughes Act. Thorough courses in Domestic Science and Arts for girls and Agriculture and Manual Training for the boys as well as other usual subjects are being taught in this school. The enrollment in the high school department at the close of last year was 25.

MUSCOGEE.—We maintain a Senior High School at Muscogee, which had an enrollment at the close of last year of 26 pupils. Miss Maggie Taulbee, holding a State certificate, is principal, and is assisted in this work by Miss Eva Hickman. There are six teachers in the school with a total enrollment of 125.

CENTURY.—A school with seven teachers and an enrollment of 224, with 14 in the high school department. is only undertaking second year high school work, but is doing thorough work as far as they go.

OAK GROVE.—One of our largest schools is located in the North End of Escambia County, and some four or five miles from the nearest railroad station. This school has an attendance of 110 with only four teachers. The community has grown rapidly from a one-room school to that of four rooms. It is one of Escambia's most thriving farming communities, and I anticipate that it will develop into a high school soon. They are doing some work in the ninth grade this year.



J. M. Tate Agricultural School, Gonzalez, Fla.

COMPULSORY SCHOOL ATTENDANCE.—Only one Special Tax District, Walnut Hill, District No. 12, has voted for Compulsory School Attendance. This is a rather small district and school, yet we hope to give compulsory school attendance a fair trial there. I should like very much to see the Legislature of 1919 pass a state-wide compulsory attendance law and thereby do away with the necessity of elections to determine in what territory this act may be enforced.

UNIFORM TEXT BOOKS.—I am pleased with uniform text books, except that we seem unable to secure books on time here in Pensacola and Escambia County. The local agent seems unable to get the depository at Jacksonville to ship a sufficient supply of books for the county. The Jacksonville depository insists that it must parcel them out and each shipment must be sold before more may follow and it is a source of inconvenience to the patrons of the public schools here. It seems to me that the law has been in operation sufficiently long in this State to enable the depository to know something of the needs of the several counties, and I see no reason why a reasonably accurate estimate cannot be made and a sufficient supply of text books put on sale before the opening of schools. I am sure this matter deserves a rigid investigation by the officials of the state who are charged with the enforcement of this law. Do not construe this as an indictment against uniform text books. I am much pleased with the law, if it can be properly enforced.

TRANSPORTATION.—We are doing very little transportation work in Escambia County. We have arranged with a local transfer company to bring children in all grades from some of Pensacola's suburbs to the city schools. This is not the cheapest arrangement that can be made, but we are sure it is the most satisfactory. We have also closed two small schools in the county and are transferring the children to larger schools. Escambia



Oak Grove School, Escambia, Fla.

County patrons prefer transportation, but we find it too expensive and that accounts for the limited amount done.

Yours very truly,

A. S. EDWARDS,
County Superintendent.

FLAGLER COUNTY.

Bunnell, Fla., March 7, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

My dear Sir:

In compliance with your request I submit you herewith the following report of Flagler county, from its birth, July 1, 1917, to June 30, 1918. My report is brief; my county is young; but the statements herein contained are authentic, and the space given to this in your biennial report, will be most highly appreciated by all those who stand for progress, and believe in a higher standard of morals, and education in our county.

BUILDINGS.—When our School Board was organized we found that we had in our county ten school buildings, most of them in a somewhat run-down condition. During the year, with an outlay of approximately \$1,500 we constructed one new building and did repair work on almost every other one in the county, establishing two new schools for whites and one for negroes.

TEACHERS.—We had an ample supply of teachers to draw from and therefore procured those who held high grade certificates and carried with them a reputation as good teachers. We paid these teachers an average salary of \$70.00 per month and maintained the schools throughout the county for a term of eight months.

SCHOOL FINANCES.—In the formation of our county we did not get any money for the school from our mother counties, but by making a seven mill assessment we were able to finance our schools and to pay the interest on the indebtedness that was assumed when we were created into a new county, and, through the courtesy of our local bank we were able to borrow sufficient funds for this purpose until our first years taxes could be collected.

EFFICIENCY OF RURAL SCHOOLS.—We feel that our rural schools are on a par with the "best and better than the rest." We try to procure for teachers of our country schools the very best that can be had, and if possible those with long experience in the school room. It is the writers observation that the isolated schools, situated in the far corners of the counties sometimes are somewhat neglected, and I wish to say that if there is any discrimination in the schools of our county it is in favor of these secluded schools.

PUPILS.—At the beginning of the year for which this report is made the entire enrollment of pupils in this county was somewhat over 200, during this time there has been added to this list 75, with a splendid average for the year. Keep your eye on us and watch our schools grow.

TRANSPORTATION OF PUPILS.—It has been necessary in our county for us to transport some of the pupils to the schools, but we have found this to be very unsatisfactory, and we are overcoming this by the establishment of schools, where it is at all practicable. The amount of money necessarily expended in the transportation of pupils will pay the salary of a first class teacher.

COUNTY SCHOOL BOARD.—The present requirement of three members for this board is amply sufficient, but it seems that where a vacancy occurs through the resignation of some one of the members, or other cause, that this vacancy should be immediately filled.

I assumed the duties of Superintendent in Flagler County in the latter part of December, 1918, and during my administration of nearly four months, the busiest part of the school year, I have had to struggle along with only two members on my Board. These members I hold in high esteem, but in justice to the citizens at large I feel that we should have the three.

In closing I wish to say that the spirit manifested along educational lines throughout our county is wonderful, and our anticipations for the future are great.

I trust that my report for the next bi-ennium will show marked progress, in keeping with my feelings in this regard.

With sincerest regards I am,

Yours very truly,

ED JOHNSON,
County Superintendent.

FRANKLIN COUNTY.

Apalachicola, Fla., Feb. 19, 1919.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir: Complying with your request to furnish a report of the schools of this county for the past two years, I beg to submit the following:

NEW BUILDING.—We have not erected any new buildings during the past two years. However, we have expended the sum of \$1,520 in putting in a concrete floor in the basement of Chapman High School Building.

SCHOOL BUILDINGS REPAIRED.—We have repaired the Carrabelle Junior High School building during the bien-nium. This building has been changed from a one-story to a two-story building, with eight class rooms and auditorium. There is still much to be done for this school.

It needs many new desks for pupils and an up-to-date teacher's desk in each class room. It is our purpose to make a strong effort to have proper seating placed in this school before the beginning of the next school year. It is proper, however, to explain here that these important matters have not been overlooked nor neglected by the board. Every member of the board wants to see each school in the county fully supplied with everything necessary to make it an up-to-date school, but owing to the financial condition that confronts us at the beginning of each scholastic year, it has been impossible for the board to do more than it has done along these lines.

HIGH SCHOOLS.—We maintain one Senior High School. It is located at Apalachicola. The school has a good library and ample laboratory fixtures and efficient work is done in each department.

For some reason the school is not on the list of accredited Senior High Schools, which is very disappointing to us. The last two years we have fulfilled all the requirements, and the principal was told by the High School Inspector the last visit he made here that he "saw no reason why the school should not go on the accredit list." Now, if the school was not fulfilling every requirement, why should we not have been told of it, instead of being led to believe that we were? If we were not measuring up to the required standard, it was certainly our desire to do so, and we would have appreciated being shown the weak points by one of proper authority. We feel justified in expressing our disappointment in this instance. We are all working for the same end—more schools, better schools and higher ideals. The work is strictly co-operative.

SPECIAL TAX DISTRICTS.—As stated in my last report, our county is divided into three special tax districts. During the bi-ennium we have held elections in each of the districts, as provided by the law. Two of these districts voted to raise the levy to the three mill,—the maxi-

num. The other district, when established, voted three mills.

SCHOOL SANITATION.—We have been unable to provide every school in the county with sanitary fly-proof toilets, but this will be done before another year closes.

COMPULSORY ATTENDANCE.—No movement has been made in the county to try out the local option compulsory attendance law. We favor a state-wide compulsory law, and we think that such a law should be passed at the next session of the legislature.

EXAMINATIONS.—The present system has not been as satisfactory so far as we hoped for, but we grant that it has not been in force a sufficient time to warrant any criticism. It is to be hoped that it will prove satisfactory, and if the Board of Examiners could arrange to visit each county once a year, I see no reason why the system should not be a success.

ENROLLMENT.—Our enrollment for the past two years shows a slight falling off, as compared to the preceding two years.

FINANCES.—We are in arrears. Our outstanding indebtedness, June 30th, 1918, General Fund, was \$9,266.41; uncollected taxes, \$5,564.99; uncollected poll tax, \$389.00; a total due of \$5,953.99. Had all these taxes been paid in as the law provides, our showing would have appeared some better, for, with a balance on hand July 1st, 1918 of \$1,441.67, we would have shown a deficit of only \$1,870.75. But in all probability we will not get a final settlement for these unpaid taxes before the first of February 1919, and during this time we will be paying interest on borrowed money at eight per cent., which will amount to not less than \$350.00. This amount would pay all the expenses of one of our country schools for six months. Now, why should the people be burdened with this unnecessary expense? We have tried every year to get a remedy for this, by insisting on the Tax Collector closing his books according to law, but without results.

It is hoped that some step will be taken by the proper authority to have the law governing the collection of taxes enforced.

FINANCES DISTRICT FUND.—Outstanding indebtedness June 30, 1918, \$30,930.00, of this amount \$30,000.00 is for bonds for the Apalachicola District. The balance, \$930.00 is for maintenance of schools, etc. Uncollected taxes, \$1,572.45. Balance cash on hand June 30, 1918, \$927.21.

Balance cash on hand June 30, 1918, \$927.21.

Balance cash in sinking fund and interest fund, \$3,536.67.

SCHOOL PROPERTY.—Value of school property, \$42,204.92.

LIABILITIES.—Total liabilities, \$40,196.41.

In conclusion I deem it fitting to here record my thanks to the School Board, collectively and individually, for their loyalty to the cause of education, and their co-operation in every effort to make better schools.

Respectfully submitted,

A. A. CORE,
County Superintendent.

GADSDEN COUNTY.

Quincy, Fla., February 15, 1919.

Hon. William N. Sheats,

State Superintendent Public Instruction.

Dear Sir: I have the honor to submit herewith my report for the biennium ending June 30, 1918.

Because of the extraordinary demands made on the time of school officials, as well as all other people, by the war organizations, it has been imperative that some projects be laid aside for the purpose of rendering assistance in the war plans. Furthermore, the restrictions imposed along all lines have affected prices and supplies of ma-

terial to such an extent that many needed improvements have been deferred to a better time.

NEW BUILDINGS.—During the two-year period just ended we have completed a new building for the Quincy negro school, which has eight rooms and will accommodate about 400 pupils. This we feel will take care of the situation for a good many years.

A contract has been let for a \$6,000 building at Concord, which will have six class rooms, an office for the principal and a library. The plans for this building were drawn by a school architect, and we hope to have at Concord a strictly modern and up-to-date school house.

REPAIRS.—For repairs there has been expended about \$5,000 in the various schools over the county. In some places this has meant an extra room; in others merely minor repairs.

DISTRICT BONDS.—There have been two bond issues. Concord Special Tax District bonded for \$2,500 for the purpose of paying half the cost of the new building in that district. These bonds will be retired in fifteen years.

An election has been carried in the Quincy Special Tax District for a \$30,000 bond issue. The proceeds of these bonds will be used in the erection of a separate building for the high school. The bonds have not yet been validated; but as soon as possible steps will be taken looking toward the beginning of work.

When conditions revert to normal again, there will be other bonds for the purpose of improving schools and erecting new ones.

SCHOOL TERM.—Until two years ago the term for the rural schools had been four or five months. Feeling that the advancement of the county is dependent upon the length of the school term in rural schools as well as elsewhere, the County Board determined to lengthen the term for all schools as far as the funds would permit. Accordingly the minimum length for the rural school has been fixed at six months, and as soon as it is

possible to do so the term will be made longer. The term for the Junior High Schools of the county is eight months, and the term for the Senior High School is nine. These will be maintained; so the effort must be given chiefly to the rural schools.

TEACHERS AND SALARIES.—Our teachers are capable, efficient and loyal, and, considering the fact that they have been working under war conditions during a great part of the period, have done excellent work. The board has shown its appreciation of their loyalty and service by paying the maximum salary that the funds available would warrant. The stability of the teaching force, especially in the rural schools, is a matter that we feel deserves mention. Many of the teachers have been working in the county a number of years, and we believe that this is one explanation of the quality of the work done throughout the county. It is the expressed policy of this board to continue to increase the salaries of teachers just as rapidly as possible, believing that the teachers and schools deserve the very best we can do for them.

UNIFORM TEXT BOOKS.—In my judgment, the uniform text book law is most excellent. The principle on which it is based is sound, and in application it actually saves money for every patron in the state of Florida.

HIGH SCHOOLS.—The Gadsden County High School is the only standard senior high school in the county. This, however, is open to all the children of the county after they have completed the work of the school in their community. It has been the policy of the Board of Trustees and of the Board of Public Instruction to equip it so as to meet every requirement of a high school. During the past year there was raised \$5,000 with which to install a Home Economics Department, equip the chemistry laboratory, and make additions to the library. This money was raised by private subscription among the citizens of the community. This, in itself, bespeaks the educational interest in the district. As a result the

attendance is constantly increasing, and another building is imperative at this time. It is our purpose to install a manual training department and other departments when the new building is erected. We believe that a high school has at least two purposes to serve: First, to prepare young people for more advanced work in college; second, and more important, because more are affected, to give those young people who cannot go to college an opportunity to round out an education and prepare themselves for a definite place in the world. We hope to serve both these groups more fully, as we are able to supply the necessary equipment.

JUNIOR HIGH SCHOOLS.—At present we have two standard Junior High Schools, one at Havana and the other at Greensboro. Both have good corps of teachers, are well equipped, have good libraries and are doing very good work. We hope to have three others qualify as Standard Junior High schools by next year. These are located at Concord, Gretna and Chattahoochee.

FINANCES.—We closed the year with a balance of \$3,000 in the General Fund and all bills paid. It is the policy of the board to expend only the amount received each year for school purposes and, therefore, we have no debts hanging over us. By running on a strictly cash basis we are always able to pay the salaries of the teachers promptly; and experience has convinced us that this is the most satisfactory way to operate the schools.

Respectfully submitted,

CHAS. H. GRAY,
County Superintendent.

HAMILTON COUNTY.

Jasper, Fla., Feb. 10, 1919.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

Complying with your request of the 8th instant, permit me to submit the following report of the school work in Hamilton County from July 1, 1916, to June 30, 1918.

BUILDINGS.—We have built two one-room school houses during the two years that cost about \$350.00 each. Both of these school houses were built for white pupils. We have spent about four hundred dollars in the two years repairing school houses for whites. One reason why we spent no more for building and repairs during the two years was, the high cost of building material and the Government's request to postpone building until after the war.

FINANCES.—Our financial condition is not what we would like to have it, but it is safe and sound. We do not owe anything. At the close of business June 30, 1918, we had a balance of about five thousand dollars. We have no bonds of any kind in the county.

SCHOOLS.—We have forty-eight white and sixteen colored schools in the county. There is a good school house in almost every white school district. The school term is six months in all rural schools and eight months in the four schools located in the Special Tax School Districts.

There are two Junior and one Senior High School in the county and they are all doing good work.

TEACHERS.—We had no trouble in securing plenty of good teachers during the two years covered by the report. During the past six months we have not been so fortunate in securing good teachers.

We pay our teachers promptly. The salaries of the

white teachers range from forty to fifty dollars per month in the rural schools and of course is more in the graded schools.

Teacher's salaries are fixed according to their age, grade of certificate and experience. We have found this very satisfactory.

EXAMINATIONS.—We like the present method of holding teacher's examinations very much. It is much better in every respect than the old method. It has taken politics out of teacher's certificates.

CONCLUSION.—I could say a great many things about the schools of this county, but it is common knowledge throughout the State. It is useless for me to explain the effect that the war had on the schools of the county.

Respectfully submitted,

J. A. JACKSON,
County Superintendent.

HERNANDO COUNTY.

Brooksville, Fla., February 17, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: Complying with your request for a statement of what the schools of Hernando County are accomplishing and the condition of the finances and so forth for the past two years, I take pleasure in submitting the following report:

NEW BUILDINGS.—Only one new building was erected. This was a colored school for District No. 1.

REPAIRS.—All school buildings are kept in good state of repairs, nearly all being substantial wooden structures and painted.

TEACHERS.—We have had no difficulty in securing legally certified teachers. However, we fully realize that

certification does not necessarily mean an efficient teacher. There is no doubt in my mind that normal training should be required of prospective teachers in order that we might have trained teachers, rather than high school graduates.

SPECIAL TAX SCHOOL DISTRICTS.—Formerly we had eleven special tax school districts, but looking forward to the consolidation of some of our rural schools, District No. 5 was discontinued and merged into District No. 3. District No. 11 was discontinued and merged into District No. 7. All districts have voted and now levy a full legal limit of three mills.

BOND DISTRICTS.—Brooksville District No. 1 is the only district in the county voting bonds as yet.

SCHOOL SANITATION.—All schools are provided with the necessary out buildings and are kept in a sanitary condition.

SCHOOL FINANCES.—During the past two years the Board, by economy and business methods, have been able to reduce the indebtedness of our General School Fund about \$5,000.00. Special Tax District Funds are used only as the law provides. Hernando County, we are proud to say, gave a very large majority for the ten mill amendment last June. It was very gratifying indeed to our school officials who are anxious to provide better facilities and better teachers for the youth of this county.

TEACHERS INSTITUTE AND SUMMER SCHOOLS.—We have not maintained Teachers' Summer Schools, but have had a short institute just previous to the opening of the schools each year, and most of our teachers take advantage of the Summer Schools either at Tallahassee or Gainesville.

VOCATIONAL WORK.—We have found no practical method under our present financial system to maintain vocational work.

Our Club work in Hernando County has been very gratifying. Corn Clubs, Pig Clubs, Chicken Clubs and

Canning Clubs have all flourished and results have been very gratifying indeed.

COMPULSORY ATTENDANCE.—We have taken the position that local option compulsory education is not practical for the county, hence we are making a very strong plea to the Legislature of 1919 for a State-wide compulsory law.

SCHOOL BOARDS.—The Board of Education of Hernando County during the past two years has been as satisfactory as is possible under the present system. In my opinion school board members should be elected at large, rather than by districts.

COURSE OF STUDY.—We are using the new Course of Study as a basis and are bringing our schools to its standard as rapidly as practical.

FREE TEXT BOOKS.—Hernando County furnished free text books to all pupils of school age, but I am of the opinion that a modification of the present plan requiring the parent to pay a nominal sum for the books used by their children, would be more satisfactory, both to the Board and to the parents.

PROGRESS.—Under the present rulings and directions of the Board, substantial progress has been made in the work of the schools as well as in the character of the work.

SUMMARY.—It has been the constant aim of the Board and Superintendent to raise the standard of all schools in the county, not only the regular work in carrying out the Course of Study, but along broader and more practical lines of development, giving physical training and moral training prominent places in our daily work. A public school system which fully develops the physical, moral and intellectual attributes of the children, is a standard to which we are aspiring in Hernando County.

Respectfully submitted,

W. O. LEMASTERS,

County Superintendent.

HILLSBOROUGH COUNTY.

Tampa, Fla., Feb. 18, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir:

THE JUNIOR HIGH SCHOOLS. THE SIX-THREE-THREE PLAN.—Hillsborough County has adopted the Six-Three-Three Plan for its larger school systems, and is well pleased with the results obtained. The distinctive feature of this plan is the Junior High School embracing the Seventh, Eighth and Ninth Grades.

The George Washington and the Woodrow Wilson Junior High Schools, located in the city of Tampa, are two of the most popular schools in the county, and, although they have been in existence but for three years, their influence and reputation have placed them in the front ranks. The George Washington has an enrollment of about nine hundred and a faculty of twenty-seven teachers, while the Woodrow Wilson is but slightly smaller. The unqualified success of these schools, together with those at Port Tampa and Plant City, insure the continuance of the Six-Three-Three-Plan.

NEW BUILDINGS.—Hillsborough County has many modern school buildings. It has been necessary to erect only two or three buildings during the past biennium, and these were for rural schools. The Board of Public Instruction is planning to erect several large buildings during this year.

HIGH SCHOOLS.—Hillsborough County has three Senior High and three Junior High Schools.

The enrollment of the Senior High School was six hundred and thirty-four during the last year, and that of the Junior High Schools fourteen hundred and thirty-nine for the same year. I most heartily approve of their being required to measure up to the regulations of the State Board of Education, and believe that our schools measure up to this standard.

TEACHERS.—We have as a whole an efficient corps of teachers. We find no trouble in securing a supply of legally certificated teachers, but it is sometimes necessary to employ young people who have had no professional training.

SPECIAL TAX SCHOOL DISTRICTS.—There are fifty-seven Special Tax School Districts in Hillsborough County, with a total of eighty-three white schools and seventeen colored schools. All districts levy a special tax of three mills.

BONDED DISTRICTS.—There are twenty bonded districts in this county.

SCHOOL FINANCES.—When the present Board of Public Instruction and Superintendent entered upon their duties January 1, 1917, it was found that the General School Fund was in debt \$450,000. During the past bi-ennium the Board paid \$68,000 of that debt and has kept the schools up to a high standard of efficiency. Salaries of teachers have been increased about twenty-five per cent. during the past year.

SCHOOL LIBRARIES.—We have quite a number of schools which have very good libraries. Every boy and girl should cultivate early in life the habits of reading the best literature. The books should be selected with great care because the character of the child depends largely upon what he reads in youth. Our libraries have been selected with this aim in view.

TEACHER TRAINING DEPARTMENT.—Hillsborough County has a Teacher-Training Department organized according to the plans of the State Department. There was an enrollment during this year of forty-seven pupils. It is our purpose to give special attention to this part of the work as we believe it will be very helpful in supplying the schools with thoroughly trained teachers.

FREE TEXT BOOKS AND COMPULSORY ATTENDANCE.—I am very much in favor of free text books. I think that com-

pulsory attendance should be voted throughout the entire State.

In a few of our Special Tax School Districts compulsory attendance was voted during previous years but has not been strictly enforced. In November, 1918, Hillsborough County as a whole voted compulsory attendance. In my opinion the period of compulsory attendance should be increased to at least six months instead of four months, and the period during which children can be kept in school extended to sixteen years. Also, free text books should be placed in the hands of students.

EDUCATIONAL.—In many respects the city schools are better equipped and more efficient than the rural schools. This, I think, is true in every county of this State. During the present administration special emphasis has been placed on the work of the country schools. It is our policy to systematize the work and bring them into a better line of efficiency.

TEACHERS' SUMMER SCHOOLS.—Hillsborough County has not had teacher summer schools during the past two years, but teachers have been encouraged to attend either the State Schools at Tallahassee and Gainesville or some other training school where the best work could be done. Many of our most progressive teachers have been in attendance at some good school. We are increasing salaries and requiring increased efficiency.

STATE COURSE OF STUDY.—Fortunate, indeed, are the schools of Florida in securing a Uniform State Course of Study. This will prove of inestimable value to both teachers and pupils. It will help to systematize the work throughout the State and will create a school spirit which is so essential to success.

VOCATIONAL WORK.—I am glad to say that Hillsborough County has vocational work in several schools. Five of our schools have well equipped departments in Home Economics and Manual Training. Home garden-

ing has received special attention during the past year and hundreds of children have enlisted in the work.

THE RED CROSS AND THRIFT.—So great has been the interest of teachers and pupils in these important matters that thousands of dollars have been given by them to the Red Cross and as loans to our National Government. The spirit of patriotism is unexcelled.

TRANSPORTATION.—Transportation of pupils to any grammar school is paid out of Special Tax School funds. It has not been found necessary to draw upon the General School Fund for this purpose.

During the present year the Board of Public Instruction has been allowing each pupil who resides more than two and one-half miles from a County High School and who attends one of these schools, the sum of twenty-five cents per day for transportation. This is paid from the General School Fund.

SANITATION.—In order to comply with the laws of the State Board of Health and to safeguard the health of the children the Board purchased "Sanitary Cans" for the suburban and rural schools. The City schools have met these requirements for several years.

Yours very truly,

J. E. KNIGHT,
County Superintendent.

HOLMES COUNTY.

Bonifay, Fla., February 15, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

My Dear Sir: Complying with your request of February 8th, I take pleasure in submitting the following report of educational conditions and progress in Holmes County for the two years ending June 30th, 1918.

GENERAL STATEMENT.—When viewed as a whole from the standpoint of the public, our school work presents a glowing and progressive system with flowery colors; but when all these beautiful clothes are removed, and we look at it with the scrutinizing eye of the careful observer, we find that we fall far short of an ideal standard. It is true that we spend a great deal of money and accomplish many things that are educationally indispensable; but when we consider that boys and girls are fast approaching the time when their school days will be no more, it makes us shudder to see those golden opportunities of county officials and teachers so sadly neglected.

NEW BUILDINGS.—During this period we have begun the erection of three new buildings for our white rural schools, which when completed will cost about \$600. The High School building at Bonifay, a modern, well-equipped structure, costing \$22,000, stands as a landmark among the accomplishments of this period.

REPAIRS TO BUILDINGS.—As most of our school houses are comparatively new, having been built in the four years immediately preceding this period, our repair bills have been rather moderate, totaling only about \$550 and paid, for the most part, from the district fund.

HIGH SCHOOLS.—We have only one school in the county doing high school work. This is housed in a new well-equipped brick structure, located in Bonifay. The course offered is in complete accord with regulation of the State Board of Education for Intermediate High Schools, and we have been officially informed that it will be classified as such during the coming year. It was a great step forward for the educational interests of Florida when the State Board set the standard and required the High Schools to measure up to it.

TEACHERS.—For the period covered by this report the supply of teachers was sufficient to meet the demands, but for the five or six months following we have been very hard pressed in securing competent instructors. The

greatest need confronting the schools of Florida today is a supply of qualified teachers who are interested in their work. We have teachers enrolled with us from a number of counties in the State and find that while there are many differences to be noted, there is one thing common to all—they are not prepared for the work they try to do. I am especially pleased with the new method of examining teachers for certificates and think that if the examining board will continue to cut them out Holmes County's incompetent teachers will see "the hand-writing on the wall" and get busy. Under the old method we ordinarily had about seventy applicants for certificates in the June examination and would get about sixty teachers. The last time we had about the same number of applicants and got eighteen teachers. Only one change in the system I think is needed and that is the state should be divided up in groups of counties and when an examination is held in any county in the group each superintendent in the division should be furnished with the names and addresses of all the successful applicants. As it is, the superintendent has no way to find out who are the teachers of his section only as they apply for work.

For the school year just closed our teachers received an average salary of \$51.48 for males and \$51.07 for females, ranging from \$125.00 to \$35.00 per month.

UNIFORM TEXT BOOKS.—Next to the demand for competent teachers comes the need for a change in the method of furnishing text books. We are very well pleased over here with the class of books selected by the book committee, but the trouble with us is we just can't get the books. It seems that there is not enough profit allowed to justify our local agents to carry a stock at all times, so they wait until an estimate of the needs can be ascertained and then order only the number needed. The result is: it is not infrequent that half of the four months' term is gone before the books can be obtained. This state of

affairs will continue to exist until the County Superintendent is allowed to furnish them as needed.

SCHOOL FINANCES.—The outlook for a better financial condition for Holmes County seems very promising at this time. The first year of the period we were compelled to borrow \$15,000.00 to meet the over-draft of the previous bi-ennium. The next year we got through with a borrow of \$8,000.00 and this year we will be able to live on our income, pay the \$8,000.00 and have money to open our schools the first of July. Our district fund has risen from a deficit of \$9,090.85 as per last bi-ennial report, to a cash balance of \$4,346.00 with only \$857.54 outstanding warrants. We pay our teachers promptly; if our funds are not sufficient we borrow money from the State Board and from local banks, being careful not to over-ride the 80% allowance.

COMPULSORY SCHOOL ATTENDANCE.—This law has not been tried out in our county yet. We have spoken of it in quite a few communities but with very little response. Really, as the law is, I am not in favor of it. It is only a compulsory law in name and I guess was intended for a mere bluff. I am in favor of a state-wide attendance law that is really worth while.

COUNTY SCHOOL BOARD.—The present method of handling the school finances and other problems of school work is very unsatisfactory and would not be allowed under almost any other branch of work. Who would think of placing a \$60,000.00 business, except that intended for the education of children, in the hands of three men who can give only 12 days of their time to it during the year, when oftentimes these men do not know the first principles of business?

I favor a school board patterned after the State Board of Education.

STATE COURSE OF STUDY.—We gladly welcome into our county the State Uniform Course of Study. It fills a long felt want in our school system, and all the school

men and women of Florida should feel grateful to the committee who made it so simple and easy to be followed, yet so complete and progressive. I know of no better way of presenting the real merit of our work here in Holmes County than to say, "We are following the course of study."

NEW LAWS RECOMMENDED.—I am strongly in favor of a law that will increase our school day from six to seven hours. In the Model Program in the Course of Study, we find that in the twenty-six last recitation periods all are ten-minute periods except two, and they are five-minute periods. What could a teacher do with a history or grammar class of fifteen pupils in ten minutes?

I think that the "Three-Mile Limit Law" should be so amended as to leave out the phrase, "Unless for some local reason or necessity." The law should read, "Rural schools shall not be located nearer than three miles to each other." It is cheaper to build bridges than to build school houses and maintain schools.

IN CONCLUSION.—I will say that it is my earnest desire to make the schools of our county such that we will need no compulsory attendance law to get children in school. If we make the schools really worth while the children will want to attend and the patrons will see the benefit. When this happens, and not until then, our schools will be filled up, our boys and girls will grow in knowledge and power and we shall not have a repetition of the sad state of affairs as revealed by the last draft act.

Respectfully submitted,

M. R. ROBISON,
County Superintendent.

JACKSON COUNTY.

Marianna, Fla., March 29, 1919.

Hon. W. N. Sheats,
State Superintendent,
Tallahassee, Florida.

Dear Mr. Sheats:

In compliance with your request of recent date, I herewith hand you the following report from this county, for the bi-ennium ending June 30, 1918. The report is not complete as none of this period is covered by my administration, therefore I am unable to give a full and detailed report.

NEW SCHOOL BUILDINGS.—There has been one one-room white school building worth about \$500.00 built by the patrons; one two-room white school building worth about \$1,000.00, the Board furnishing half the material; and one seven-room colored school building worth about \$2,500.00 built without expense to the Board.

SCHOOL BUILDINGS REPAIRED.—Most of the school buildings have been repaired by the patrons or from the special district funds, the full data I am unable to give.

HIGH SCHOOLS.—The Jackson County High School is the only Senior High School in the county. The faculty consists of the principal, three high school teachers, eight grade teachers, primary teacher, music teacher and home economic teacher.

There are no accredited Junior High Schools, although there are five other schools in the county that are doing high school work, viz.: Graceville, Cottondale, Sneads, Greenwood and Malone.

TEACHERS.—There has been but very little trouble in supplying the white schools of this county with teachers, while the colored schools have been rather hard to supply.

The average salary of the white teachers is about \$50.00

per month and that of the colored about \$25.00, which is neither an increase nor a decrease over that of the previous report.

SPECIAL TAX SCHOOL DISTRICTS.—There are now forty-one special tax school districts which embrace forty-two white schools and seven colored schools; and the prospects look good for several more quite soon.

BONDING DISTRICTS.—There are no bonded districts in the county at present.

SCHOOL SANITATION.—Nearly all the schools of the county have very good out-buildings and most of them are kept in a fairly-well sanitary condition.

In order that the schools might have a pure water supply, the Board offered to give \$25.00 towards the sinking of a deep well at each school if the school would make up the balance, and quite a number took advantage of the offer and now have a pure water supply.

UNIFORM TEXT BOOK LAW.—The Uniform Text Book Law has been complied with by all the teachers with the exception of about one. The agents of this county have not been promptly supplied with all the books which has caused some inconvenience to the teachers and the people.

The Text Books now in use have been more or less disapproved by some of the teachers, however, I can see more good in each of them than some would have you believe. The book most attacked is the speller, on the grounds that it does not give the child sufficient knowledge of Orthography upon the completion of the grammar grades, considering that only a very small per cent of the boys and girls of the rural schools ever get any higher than these grades.

SCHOOL FINANCES.—The financial condition of this county is bad, the indebtedness being about \$18,000.00 on the General Fund, while, with the exception of three, the district funds are in good condition.

TEACHERS' COUNTY INSTITUTES.—I am sorry to say that there is only one organized Teachers' Association in this

county and that is the colored. We have had a good White Teachers' Association in this county, but for some cause it has ceased to exist.

TEACHERS' SUMMER SCHOOLS.—I do not know the exact number of teachers that attended the Summer Normals, but there are quite a number.

VOCATIONAL WORK.—There is only one Vocational School in operation in the county at present, which is the Jackson County High School at Marianna. Here we have the Home Economic Department. We have in charge of this department a very efficient teacher, Miss H. Liddelle Jones, who has enrolled about twenty-five.

Mt. Tabor, colored, has been designated as an Agricultural School, but has not been put in operation. They have five acres of good land and a good seven-room building, located in a fine farming section, surrounded by a progressive bunch of colored people, and when this school is put in operation, it will be one of the leading colored communities of the State.

CANNING, CORN, AND OTHER STUDENTS' CLUBS.—This county has a canning club agent and a farm demonstration agent. Mrs. Ivie Turnbull is the canning club agent. She enrolled about sixty members during the year of 1917 that completed the work, and nearly every one made a fine record. Mrs. Turnbull is a tireless worker and deserves much credit for the wonderful progress this county has made in the work. She was paid \$500.00 by the School Board, \$400.00 by the County Commissioners and \$400.00 by the State.

Mr. S. W. Hiatt and Mr. J. O. Traxler were the demonstration agents during the period for which this report is made. They were paid by the County Commissioners and the State.

COMPULSORY SCHOOL ATTENDANCE.—No part of this county has ever voted on compulsory school attendance, but I think there is some probability of its being voted on

in one or two districts of the county within the next two years.

The sentiment in this county in regards to compulsory school attendance seems to be increasing for it, most of the progressive people favoring it.

SCHOOL LIBRARIES.—This county has made but little progress towards the establishment of school libraries, there being only a very few schools having any library at all.

TEACHER-TRAINING DEPARTMENT.—At present this county has no regular teacher-training department. There was one in the Jackson County High School, but it was discontinued in order to place another high school teacher in the school, bringing it up to the standard of a Senior High School.

TRANSPORTATION OF PUPILS.—This county has had no experience in the transportation of pupils, however, I hope to see it given a fair trial within the next two years.

COUNTY SCHOOL BOARD.—The present number of members of school boards is sufficient if the people would always select men of business ability. I am unable to suggest any better way of selection than the present.

A board, composed of five members, the Superintendent being ex-officio the fifth member, I think would be much better than at present if "politics" could be kept from taking too great a part.

UNIFORM TEXT BOOKS.—I very much approve of uniformity of text books, and think that the books should be uniform in all grades.

STATE COURSE OF STUDY.—I think the State course of study should embrace all the grades from the first to the twelfth, and I also think that its use should be mandatory, not to a strict adherence, but as a basis of graduation and promotion, thereby placing the State on a systematic basis as much as possible.

FREE TEXT BOOKS.—I do not favor the free text-book system very much, as nearly every person who is willing

to send his child to school is able to buy books for his children, also a good many parents would allow their children to abuse the books more so than they would if they had to furnish them themselves.

PROGRESS OR RETROGRESSION.—This county has not made any marked progress for the last two years due to the unsettled condition of the country; however, it has not retrograded.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—The country schools have been neglected in some respects by not being supplied with furniture, apparatus, etc., and by giving them only a four or five months' term, while those in the town could have eight or nine months. All of this could not be helped, for in this county there is not one rural school district in which the revenue from that district will maintain the school within it.

THE PRESENT EXAMINATION SYSTEM.—I would like to see the present examination system in operation for two years longer, as I am not thoroughly familiar with it at present.

Yours very truly,

C. W. LOCKEY,
County Superintendent.

JEFFERSON COUNTY.

Monticello, Fla., February 17, 1919.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir: In complying with your request for a report of this county for the State Biennial Report, I beg to submit the following:

NEW BUILDINGS.—We have erected no new buildings for the two years ending June 30, 1918.

REPAIRS OF SCHOOL BUILDINGS.—Nine buildings have been repaired, all for white. Cost of repairs, \$932.06. Of

this amount \$501.65 was paid from General Fund, \$430.41 from Sub-District Funds.

HIGH SCHOOLS.—We have one Intermediate High School, located at Monticello. Number enrolled during 1916-1917, 281; number in high school department, 56; enrollment 1917-1918, 284; number in High School Department, 58. Four teachers in the high school department. Each year the standard is being raised. In the near future we hope the board will be in a position to buy the necessary equipment to make this school a Senior High School.

One Junior High School, located at Aucilla. Five teachers employed in this school and doing excellent work. Number enrolled in 1916-1917, 141; 6 in the Ninth Grade; enrollment 1917-1918, 134; 12 in the Ninth and Tenth Grades. A lady has been principal of this school for two years, and has been elected for the third year.

TEACHERS.—We have, as a whole, an efficient corps of teachers, measuring up with any other county in the state. This does not mean that all are proficient in their profession. We have had very little trouble in securing a supply of certificated teachers, but sometimes we have to use the young, unqualified and inexperienced. Salaries have advanced some, especially in the high schools. Negro teachers are much harder to get, because so few take the examination, and of those that take, most of them fail. Consequently the past year only nineteen schools, out of the thirty-seven negro schools in the county, were operated, only a few temporary certificates being issued.

SPECIAL TAX DISTRICTS.—When I came in office six years ago there were only two Special Tax School Districts in the county. June 30, 1918, we report seven. Since that time two others have been voted, making nine. Some of these districts are to some extent self-supporting. That is, they pay for repairs, incidental expenses and some few pay a portion of the teachers' salaries. The seven districts reported herein, each have a balance. We have no bonded districts:

District No. 1 has 1 white school and two negro schools.

District No. 2 has 1 white school and 3 negro schools.

District No. 3 has 1 white school and 1 negro school.

District No. 4 has 1 white school and 1 negro school.

District No. 5 has 1 white school.

District No. 6 has 1 white school.

District No. 7 has one white school and 2 negro schools.

SCHOOL SANITATION.—The out-buildings are not what they should be. In some places new ones have been built, while others, I am sorry to say, are in a dilapidated condition.

TEACHING THE EVILS, ALCOHOLICS AND NARCOTICS.—The teachers in most of the schools are endeavoring to obey the law. The teachers in the graded schools have supplied themselves with "Health is Wealth."

UNIFORM TEXT BOOK LAW.—As far as practicable we use state adopted books. Agents have not been promptly supplied with books and in many instances have not been able to get enough books to supply the demand. The books in use are generally approved.

SCHOOL FINANCES.—The School Finances of the county are in much better shape than it was two years ago. We pay our teachers each month. At the close of the last school year namely; June 30, 1918, the General Fund had a balance of \$9,271.25. Warrants out for current expenses, \$74.25. Warrants out for borrowed money \$53,000.00. Each year when the budget is made, the sum of \$7,000.00 is set aside to meet the principal and interest warrants coming due.

TEACHERS' COUNTY INSTITUTES.—We have held no county institutes for two years.

TEACHERS' SUMMER SCHOOLS.—A large majority of the teachers of the county attend the Woman's College at Tallahassee during the summer.

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VOCATIONAL WORK.—It is with regret, that I report no steps taken along this line as the Board is not in a financial condition to meet this extra expense.

CANNING, CORN AND OTHER STUDENT CLUBS.—We have both canning and corn clubs in the county which has been successfully managed by Miss Jennie Carter, as home demonstration agent, and Mr. Milton C. Gardner and Mr. T. C. Bradford as farm demonstrators.

COMPULSORY SCHOOL EDUCATION.—We are not in a position to enforce compulsory school attendance, consequently we have not urged holding an election for that purpose; neither do I think it would meet with approval. Nevertheless I think it is very much needed among the whites.

SCHOOL LIBRARIES.—We have small libraries in each of the graded schools. Monticello High School has a library fund which is being added to from time to time and as soon as sufficient funds have been obtained, we will add to the library a sufficient number of volumes to bring it up to the standard.

TEACHER-TRAINING DEPARTMENT.—We have no teacher-training department. This has often been discussed, but with the present salaries paid, we could not secure suitable teachers for that work. Then, too, we have nearby, in Tallahassee, the Womans' College and I think our teachers prefer going there.

TRANSPORTATION OF PUPILS.—We find that the per diem system of transporting pupils is less expense and more satisfactory.

COUNTY SCHOOL BOARD.—I think that five members on the School Board, with the County Superintendent as fifth member would be more satisfactory. The present method of selecting them is the ideal one. Elect them for four years, two retiring every two years.

UNIFORM TEXT BOOKS.—I do most assuredly approve of uniformity and the books should be uniform in all grades.

STATE COURSE OF STUDY.—I am glad we have a state

course of study. It is up to the Board and Superintendent to enforce its use.

FREE TEXT BOOKS.—I do not favor free text books.

PROGRESS AND RETROGRESSION.—We have made progress during the two years. Of course the enrollment has not increased in all the schools. In Monticello the enrollment is larger and we have a better attendance than ever before. The standard has been raised and the school is growing each year. The school at Aucilla is doing splendid work. Wacissa is doing good work, with two ladies as teachers.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—Most of the children of the rural districts will compare favorably with the town children. In some parts of the county children have organized clubs and are as well up as any town child. At one school I have in mind, the ladies have organized a school improvement association. When the county is all in special tax districts greater help can be given to the rural districts.

Hoping to see the educational interest of Florida advance until it will be second to none in the south, I am,

Yours truly,

S. H. TAYLOR,
County Superintendent.

LAFAYETTE COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

My Dear Sir: In compliance with your request, I herewith submit this as my account of my official stewardship for the last two years ending June 30, 1918.

NEW BUILDINGS.—We have erected seven new buildings at a combined cost of \$4,923.38, and we have repaired some several old buildings by painting and recovering and

building onto at a cost of \$807.99. This expenditure was borne entirely by the General School Fund.

HIGH SCHOOLS.—We only attempt to do high school work in one school, namely, the Mayo High School, which has during my administration been added to the list of fully accredited, intermediate high schools, giving the full four-year prescribed course of study.

TEACHERS.—We have had no special difficulty in having our schools taught, notwithstanding the fact that we have been through two unprecedented years in the school work. The war has, however, created a dearth of teachers, which is hard to overcome because of the fact that the most generous, and patriotic have been the ones engaging in war work. The standard of efficiency has been raised very materially. However, there is yet room for improvement, and I believe that teachers are too easily satisfied with conditions. Since the scarcity has been evident I notice a tendency on the part of some teachers to lose sight of the thought of service and only hold on to the idea of commercialism. It will be a sad day for Florida schools, and Florida teachers as well, when the cause of education becomes commercialized. The salaries of teachers in this county have advanced as much as 50 per cent in the two years just passed.

SPECIAL TAX DISTRICTS.—There are existing in this county twenty Special Tax Districts, all levying from one to three-mill tax, and embracing forty-five white schools and five negro schools. The negroes, however, have never benefited from the special tax. I believe that I am safe in saying that the Special Tax Schools are almost without exception better schools than the ones outside the subs. There is more interest manifested and the schools are better equipped and the Scriptures are fulfilled. "Where a man's treasure is, there will his heart be also."

FINANCES.—We are levying the maximum, and have been for some time and shall take advantage of our constitutional prerogative to increase the levy next year, as

all the buildings that have been constructed in this county have been built by direct taxation. And, notwithstanding the fact that the greater number of our schools are unfortunately operated during the summer, and the taxes are not collected until the next spring, we have experienced no inconvenience in providing money to take care of our current expenses, even during the stress of war times. All of our sub-districts have money on hand, and only three of them owe a penny, and that indebtedness is very small. Our policy has been to require the special funds to defray all incidentals and we have used the General Fund entirely in operating the schools the five months' term.

TEACHERS' INSTITUTE.—We have been organized and working a teachers' institute for about one year. We also believe that all teachers who have exercised in this capacity, and especially those who have been assigned a place on the program, have benefited thereby. However, we have discovered that in some instances the teachers who need the training most stay away when assigned a place on the program. It is my experience, both as an officer and ex-teacher, that the weak teacher is the one ever ready to proclaim the fact that he can get nothing from attendance at these institutes. It will be my pleasure at the first meeting in the new year to ask my board to pass a regulation placing a premium of \$5.00 or \$10.00 per month on the services of the teachers in regular attendance in institutes and summer schools. I believe mental "dry rot" is dangerous.

VOCATIONAL WORK AND COMPULSORY ATTENDANCE.—In a county like ours I have been just slightly at a loss to find a place for vocational work, as the great majority of our children are trained in the use of tools from their infancy. However, I do believe that every child should be trained to do some one thing expertly, and let that be the thing that he likes most to do. Compulsory attendance is the crying need of the hour. We have compulsory

military service, jury service, court service, and tax-paying, and I can not see the logic in allowing the most magnificent possession of the commonwealth to run riot and grow up in ignorance, just for the want of a little backbone on the part of our law makers. I would welcome a compulsory statute requiring each child who is physically and mentally perfect to attend school as much as four months each year and let that be the last four months of the term. I believe it would do more to get conscientious service from the teachers than any prospective legislation.

LIBRARIES.—In all the schools of this county embraced in the Special Tax Districts, I found libraries in entering upon the discharge of the duties of this office, and without any spirit of criticism or unkindness I find them remarkable for one thing, and one thing only—sameness. I would be glad to have a commission of successful teachers to study the individual needs of the various schools of my county and place in them such literature as they find needful and beneficial.

CONSOLIDATION AND TRANSPORTATION.—We find that in order to make consolidation and transportation go, it is necessary to let the initiative be with the patrons to give the proposition the endorsement of public sentiment. We have begun in a small way, and in two instances we have put two schools together and made only one where there were two before; in one instance being forced to build a new house at a cost of \$1,500, and in the other case the school population was in a sense isolated and not sufficient numbers in any one place to run a school, and we are picking these children up with a Ford truck and taking them twelve miles to school. They are some of them almost grown and you know it is worth the time of any eminent psychologist to visit that school and watch the mental processes of those children and consequent development. With the crusade now waging on hard roads and better rural living conditions being wrought through the efforts of the home demonstration and farm demon-

stration agents, it is incumbent that the rural school be improved and made more efficient.

COUNTY SCHOOL BOARD.—It has been my good fortune to serve as County Superintendent with three as good men as the state of Florida affords, and they are alive to the best interest of the public school, but I would like to see the time come when the laws would clothe the County Superintendent with the authority to register by his approval or non-approval of all measures coming before the board, just as the State Superintendent does. It goes without saying that he is criticised for what the board does and also for what he does and yet he can not vote. I also believe that the law ought to be changed and each board should be composed of four members, and they be classified as our Senators are, and let only two retire at once leaving two experienced men on the board with superintendent all the time. I also believe that their term of office should be for four years rather than two, as present.

SCHOOL INTEREST.—One of the great handicaps to the school interest in as sparsely settled county as ours, is the fact that we can not always gather sufficient numbers to create enthusiasm; however, the fact that during the war the government sent out special calls for grammar school men, gave the cause an impetus which it had never been able to muster before. The greater number of people are materialists and you can not impress them with abstract propositions, but when they discovered that the men with only a grammar school course were being singled out for special service, and that not altogether so menial as was assigned to those who did not have educational advantages, it ceased to be abstract and they could grasp it. There are two levers for lifting men into prominence, one is possessed by only a few, many times by accident, and in many instances to the corruption of those who possess it. The other one can be had by every one, who is intelligent and ambitious. The one is money, the other is education. May God speed the day when

every Florida boy and girl can at least boast a grammar school education.

Respectfully submitted,

J. HOMER KELLY,
County Superintendent.

LAKE COUNTY.

Umatilla, Fla., Feb. 18, 1919.

Hon. Wm. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request I submit the following brief report of the schools of Lake County:

BUILDINGS.—Lake County School Board has erected few school buildings within the last two years. With few exceptions the school buildings are first class and modern. Eustis District expects to bond for a \$40,000.00 building this year. Groveland has voted bonds for a new building. The School Board has supplied nearly all schools with charts and libraries.

HIGH SCHOOLS.—Lake County maintains two Senior High Schools; Leesburg and Eustis. Three Juniors; Clermont-Minneola, Montverde and Umatilla. The following are doing some work above the 8th grade: Mt. Dora, Sorrento, Groveland and Mascotte. We are doing all we can to bring these schools to the standard of regulations of State Board of Education. Proper certification is required.

TEACHERS.—To get well trained teachers has been a very difficult task but in nearly every case competent teachers have been secured.

SPECIAL TAX SCHOOL DISTRICTS.—Lake County has 34 Special Tax School Districts and in nearly all the maximum three mills is levied. Funds from the districts are used to supplement teachers salaries and also in extending length of school term. Some districts supplement teachers' salaries for first six months and pay full salary for two months.

BONDED DISTRICTS.—The following districts have bonded for school buildings: Leesburg, \$45,000.00; Tavares, \$15,000.00; Umatilla, \$14,000.00; Clermont-Minneola, \$10,000.00; Groveland, \$7,000.00; Sorrento, \$2,500.00; Bay Lake, \$2,000.00; Grand Island, \$2,000.00; Fruitland Park, \$2,000.00.

TEACHING EFFECTS OF ALCOHOL AND NARCOTICS AND SCHOOL SANITATION.—Every effort is made to meet the requirements of the law. The Board of Public Instruction has given much to Child Welfare Work and we expect to make much progress in this the coming school year.

UNIFORM TEXT-BOOK LAW.—This law has been successful in Lake County. We want Uniform Course of Study and Uniform Text-Book from primary grade through high school.

INSTITUTES.—Teachers' institutes have been well attended.

SUMMER SCHOOL.—The Board of Public Instruction gave notice that all teachers in Lake County who attended Summer School for Teachers' would receive an increase of \$5.00 per month.

VOCATIONAL WORK.—Industrial work has been introduced and in some of the schools excellent work has been done. We need equipment in nearly all these schools and we expect that the county and districts will furnish this. Home economics is taught in Leesburg High School, Montverde Industrial School and Umatilla High School and in a limited way in some other schools of Lake County.

COMPULSORY SCHOOL ATTENDANCE.—Lake County has not voted on this law. We prefer a state-wide, mandatory compulsory attendance law.

TEACHER-TRAINING DEPARTMENT.—Lake County has not yet established a teacher-training department in any high school.

TRANSPORTATION OF PUPILS.—When suitable arrangement can be made, small schools are transported. Transportation is generally made to larger schools; when possible to high schools.

COUNTY SCHOOL BOARDS.—The present number of members of school board has been satisfactory. We believe the term of office of members of School Board and Superintendent should begin with beginning of school year, July 1st.

PROGRESS AND RETROGRESSION.—The progress of schools in Lake County is shown by its well equipped modern school buildings as well as by increased attendance.

PRESENT EXAMINATION LAW.—The present law might be improved. We think one improvement would be by giving State Board of Education power to issue State and Special Certificates and limit the present examiners to certificates to grammar grades only. The Board of Examiners should consist of five members instead of three.

CONCLUSION.—In conclusion, we are pleased to state that our future is bright. Our finances are in fine condition. No indebtedness to amount to much, except districts bonded indebtedness about \$100,000.00 voted by the people almost unanimously. The Ten Mill Amendment will receive a good majority in Lake County this fall.

Respectfully submitted,

WM. T. KENNEDY,
County Superintendent.

LEE COUNTY.

Fort Myers, February 18, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: I have the honor to submit herewith our biennial report for the period beginning July 1, 1916, and ending June 30, 1918.

HIGH SCHOOLS.—Lee County attempts to maintain one Senior High School only, believing that one well-equipped, thoroughly organized high school is better than two or three poorly-equipped high schools. Gwynne High School takes its place among the accredited high schools of the state. It has a laboratory that represents an outlay of \$1,200; its library contains 1,010 volumes, which cost approximately \$700. The enrollment for fiscal year closing is 101; corps of teachers, 5. No high school teacher is employed to teach in Gwynne High School who does not hold a diploma from a reputable college or university. Our Senior High School term is nine months.

Two Junior High Schools are maintained, one at Alva, the other at LaBelle. Both of these schools have commodious brick buildings, situated on large four acre lots, and are well equipped with laboratories, libraries and home economics departments. The principals of these schools are required to hold state certificates. Length of term, eight months.

LIBRARIES.—We believe there is no adjunct to a school as valuable as a carefully selected, graded library. Four years ago each school in the county was supplied with a splendid collection of books suitable for the different grades. Last year this collection was supplmented with about forty volumes for each school. The interest in library reading is easily maintained provided the libraries are increased with new books from time to time. There is a marked difference in the class standing between the pupil who patronizes the library and the one who does not.

SPECIAL TAX SCHOOL DISTRICTS.—Every acre of available land in Lee county is embraced in a special tax school district. Each and every one of these special tax school districts votes the maximum levy of three mills; oftentimes the result of a school election did not show a single negative vote. The Special Tax School Districts have been of great help to us in financing the school affairs of the county, and have served greatly to stimulate a real live interest in school work. The money from these districts is used in lengthening school terms, supplementing teachers' salaries and improving school property. Our eight months' school term in all the rural schools of the county is due largely to the Special Tax School funds.

DISTRICT BONDS.—Since our last biennial two other special tax school districts have bonded themselves for the purpose of erecting up-to-date school buildings and furnishing them with modern equipment. Woodrow Special Tax School District first voted \$5,000 in bonds, but seeing or realizing that this amount would be insufficient, almost immediately voted another issue of \$7,000, making a total bond issue of \$12,000. With this amount a beautiful school plant has been established; two schools discontinued and consolidated with the Woodrow Grammar School. Bonita Springs, another progressive and farseeing special tax school district, voted \$8,000 for a new school plant, without a single dissenting vote. Owing to war conditions, this issue has not been sold. We hope to sell soon, in order that we may have the new building in readiness for the next school term.

STANDARD OF TEACHERS RAISED.—The Superintendent, with the co-operation of the County Board, has put forth strenuous effort to raise the standard of the teaching force of the county. While the grade of a teacher's certificate is not always indicative of a thorough and efficient teacher, yet we must be guided to a certain extent in the selection of a teacher by the grade of certificate held. We have attempted to eliminate third grades entirely, but owing to

the scarcity of teachers this year have failed, and I fear our standard will be lowered temporarily.

THE TEN-MILL AMENDMENT.—Lee County gave an almost unanimous vote in favor of the Ten-Mill Amendment. Our school finances are in good condition, compared with some of our sister counties, yet, realizing the amendment was a progressive measure, and some of the counties of the State were sorely needing the extra three mills, our people strongly favored it.

POLICY FAVORS HOME TEACHERS.—We have followed the policy of giving preference to Florida teachers, qualifications being equal, but Lee County teachers always get first choice if they have qualified themselves. Our teachers are encouraged to take normal training and are rewarded by being promoted to better paid positions.

Respectfully submitted,

J. W. SHERRILL,
County Superintendent.

LEON COUNTY.

Tallahassee, Florida.

Hon. W. N. Sheats,
State Superintendent.

Dear Sir:

GENERAL CONDITIONS.—In the beginning of this report I feel that it is necessary to explain some of the conditions that are peculiar to Leon County. As a combined agricultural and stock-raising section, I feel that it is equaled by no other county in the State. We have the fertility, moisture and sufficient heat for both pasture and tilling. But we have also the condition of big land owners or owner of big tract of lands, and most of this land is farmed by tenants, mostly negroes (in this county there are three negroes to one white) who are usually poor farmers. And sad to say, this land farmed by these tenants is in the best section of Leon County. Here we

have negro schools about every three miles with an enrollment of from seventy-five to one hundred, while it is only possible to have white schools with enrollment of from eight to twenty-five about every ten miles.

If this land were owned in small tracts by farmers who operate their own farms, the conditions would be much improved and the schools would move forward by leaps and bounds. I believe no man has a right to own more land than he can put to good use, while there are other people desirous of becoming producers and cannot because the land is held by some rich man who wishes to have the sport of shooting birds.

HIGH SCHOOLS.—The Leon High School is the only Senior High School in the county. It is on the accredited list of high schools of the State and is in good condition. The increase in enrollment for the past two or three years has been phenomenal.

Woodville and Chaires schools are both doing high school work, but have not the number of teachers that would entitle them to be placed on the accredited list of Junior High School.

The Lincoln High School is the only negro school in the county attempting to do high school work. This school is at present rather handicapped, because of inadequacy of building. We hope however, to have this matter adjusted within the next year.

TEACHING FORCE.—Last school year we had plenty of certificated teachers, most of whom had had normal training and many were graduates. I believe the average in point of qualification of the Leon County teachers compared favorably with those of any other county of the State. But with the tremendous shortage of the present year we have had to make out with whoever was available, and I fear the children have been the losers. Still we have been able to operate our schools with full force.

Negro teachers, with high salaries at public work and with "allotment" from the government, have been rather

independent and for that reason our supply has been inadequate.

BUILDINGS.—The buildings for white children, although not modern, are in good condition generally. While some of the negroes are well provided for, there are many still using churches, and other buildings not at all suitable for teaching purposes. Our equipment is rather conspicuous by its absence. There are no libraries except in the city school. We have during the past two years done all our funds would allow in supplying maps, charts, and globes. I do not wish to make the impression that this county is worse in that respect than some others, for that is not the case. I know some that are even worse. But there is a crying need in that direction and the sooner we remedy it the better for the children.

Owing to the high cost of material we have done very little building. We built one house for negroes in 1917, at a cost of about \$800.00. In 1918 the Miccosukee school was built at a cost of \$5,000.00. This is a three-room, two-story building, and will provide for the community for the next decade, unless that section develops more rapidly than heretofore.

UNIFORM TEXT-BOOK LAW.—The Uniform Text-Book Law for both departments of the public schools was a wise and economical move. Notwithstanding the fact that some of the texts are not the best that might be had, yet taken altogether they are better than might be expected when every one or every county selected his or its own books. Then there is constant moving of children from place to place and without this law new books would have to be bought at each new place. And again it has made possible a State Course of Study, which alone would probably justify the law. The teachers of this county are complying with the law quiet literally.

FINANCES.—The general school fund of Leon County is still in very good condition. There is a balance, gradually growing less, at the end of each fiscal year. On June 30,

1916, there was a balance of \$3,728.97. On the same date 1917 there was a balance of \$8,589.85 and 1918, \$3,925. These balances do not present the actual condition, for it does not take into account the uncollected taxes or outstanding indebtedness. But these items would about counterbalance each other.

Owing to the fact that we have been* obliged to raise teachers' salaries and pay higher prices for incidentals, I suspect that there will be a very small, if any, balance at the close of the present year. The lowest salary we are paying now is \$40.00 for white teachers and \$30.00 for negroes. As to the balances in the school funds, I should like to state that I could hardly take much pride in the fact that my county had balance of \$3,000, while the teachers were underpaid and there was absolutely no equipment for the rural schools. When the taxpayer pays in this money, I take it that he wants it used for the children, so long as it is expended wisely and not left in the banks for their use.

We have only one Special Tax District in the county, and that is still about \$14,000 in debt.

ATTENDANCE OF TEACHERS AT SUMMER SCHOOL.—Since the advent of the law granting certificate extensions, the summer schools have been attended quite generally by both white and negro teachers. The teacher who attends school every summer and gets new ideas is in much better position to do good work than the one who takes a "cramming" course periodically and goes through an examination. I hope to see the time come when teachers will be employed for twelve months, and every one will be required to take these summer courses, and receive pay during the time just as though she were teaching.

VOCATIONAL WORK.—Vocational work in this county is limited to home economics in the Leon High School. The equipment is in every way modern, and in good condition. While the work was inaugurated a good while ago, this

is the first year that a regular teacher has been provided. The department is doing well this year.

OUTLOOK OF SCHOOLS FOR FUTURE.—No one but an optimist should be allowed to make prophesies, and one would have to be a genuine optimist to look on conditions with a cheerful countenance now. In the first place, a great many of the best teachers took up war work and left a shortage of teachers; then along came the influenza epidemic. I do not think that children generally will receive more than from 50 to 75 per cent of a normal year's work. Still there are some bright spots, too. This county voted for the ten-mill amendment by a two-to-one vote. This shows that the people are realizing the need of better schools and better teachers. The war conditions are gradually subsiding, and for that reason I expect plenty of teachers for next year. I believe the Legislature is going to pass a state-wide compulsory attendance law at its next session. If it does not, we expect to have the question voted on under the present law. The only hope for the rural school of this county is consolidation, but people are very conservative, and dislike any changes. Still we have done a little in that line this year, and hope to do more in the future. Except for the present year and unless the influenza remains longer, the outlook for schools in this county is very bright. When public sentiment is back of a movement, progress is inevitable. We hardly realized how little we had done until the government began to call for trained men. Then our workmanship was exposed, and we wondered how it happened.

Very respectfully,

F. S. HARTSFIELD,
County Superintendent.

LEVY COUNTY.

Bronson, Fla., April 1, 1919.

Hon. W. N. Sheat,s

State Superintendent Public Instruction.

Dear Sir—In compliance with your request of recent date, permit me to make to you the following report of the educational conditions of this county.

SCHOOL BUILDINGS.—During this time we have built and furnished six new buildings. One of these is at Bronson, a nice modern brick building furnished with heat and light and well furnished in other respects. It has six class rooms and a splendid auditorium costing in all about \$11,500, \$10,000 of this amount was raised by bonds.

At Hardee we have built a nice three-room brick building and have it well furnished, costing in all about \$4,200.

At Copper Sink, a rural school, we have the only one-room brick school building in the county. This building was erected and furnished at a cost of about \$1,650.00.

We have built at Chiefland a splendid three-room building and furnished same at an approximate cost of about \$3,000.

The other two buildings were for rural schools and cost about \$800 each. This makes a total cost of new buildings of about \$22,000 for the two-year period.

REPAIRS TO BUILDINGS.—During this period of time we repaired about 11 buildings at a cost of from \$50 to \$600 each and totaling approximately \$2,100 for all. Of course, we have made other improvements to our school buildings, but time will not permit my making full report on this topic.

SCHOOLS.—The rural schools of this county, I am glad to say, are making fair progress. Our high schools, none of which are accredited by the State Board, are doing

better work now than in the past, and we hope they will continue to improve. Our length of term is six months from the county fund and the districts in many instances adds two or three months to the county term.

SALARIES.—The salaries in our county are fair as compared with those of other counties. We have raised the minimum from \$30 per month to \$40 (and we have only about four schools that pay this low), and the maximum salary has been raised from \$100 per month to \$150, and will say that we hope to do even better in the near future.

FINANCES.—When I came into office I found the General School Fund in debt about \$3,000, and have found it hard to better conditions financially in the face of this great war and other hard times in general. However, I hope to cut this down to at least \$1,000 or \$1,200 this year.

We collect from 7-mill levy a tax of about \$26,000 from the State Fund about \$4,800, from Hunting Licenses about \$250, from polls about \$850, making a total of about \$32,000 from the general fund and from the Sub-School Districts we get about \$8,500, and from the bond funds we get about \$5,500, making a grand total of all receipts of about \$46,000 in all.

SUB-DISTRICTS.—Besides the bond districts we have 25 sub-school districts, which collect an aggregate sum of \$8,500. This money is spent in supplementing salaries and bettering schools in a general way.

Respectfully submitted,

W. F. OSTEEN,
County Superintendent.

LIBERTY COUNTY.

Bristol, Fla., Feb. 18, 1918.

Hon. W. N. Sheats,
Tallahassee, Florida.

My dear Sir:

In compliance to your request, I hereby submit the following report of the conditions of the schools of Liberty County for the two years ending June 30, 1918:

SCHOOL HOUSES AND FURNITURE.—We have plenty of rural one-teacher school houses; in fact there are several school houses in the county now not being used. We have only built two new school houses during the last two years; one one-teacher school house for the whites, and one two-teacher school house for the negroes. We have only spent for building and repairs \$666.76 during the last two years. The buildings at Bristol, Hosford, and Lake Mystic are very much in need of additional room in order that they may meet the growing demands of the their communities. As such we expect to do something for these schools during the ensuing term. We have decided to consolidate two other schools in the upper part of the county, and this extra building will be done next year.

There are 23 white schools and 8 negro schools on our list, but only nineteen of the white schools were run last year, owing to some of them being discontinued on account of the lack of attendance. The white school houses are all very well furnished with desks and blackboards, but have few or no libraries worth considering, but the Board furnished some very fine charts last year.

SCHOOLS.—We have no Standard High Schools, but we are doing all in our power to get our schools graded in accordance with the State Course of Study.

SPECIAL TAX SCHOOL DISTRICTS.—Under this* head, I

can only say that I am sorry. We have only two, one at Hosford and one at Telogia, but the people of Telogia have temporarily suspended their district, but we hope that they may re-establish theirs the ensuing year. Two elections have been held in Bristol for the purpose of establishing district, but so far have failed. Other parts of the county have also held elections, but the cause was also lost. The sentiment, however, is growing in favor of the Tax District, and I hope to report more in the next bi-ennial report.

FINANCIAL CONDITION.—When I came in office, the county owed \$8,000.00 principal, and \$640.00 interest, due July 1, 1917. When these notes fell due we only had \$5,615.31 in the depository with which to pay off this debt. We had not run any eight month schools the previous year, in the most cases from four to six months. So we secured a renewal of the loan and during the term of 1917-18, we ran several eight-month schools and at the close of the term we had in the depository \$7,781.03, which was a gain of \$2,165.72 over the preceding year. This was very gratifying to the Board; in fact it would have been much better still, had it not been for the shortage in the collector's office at that time. Had it not been for the increase of teachers salaries on account of the war conditions, 1919 would have found this county clear of debt. I appreciate the fact that I have induced our bank to lend us money for 6% interest, which together with the interest that we will receive back on balances, will give us a net saving of at least \$250.00 per year. We feel very grateful to our bank for their liberal consideration, as it shows that they are very considerate of the needs of the schools, and that they are willing to help us in the struggle in keeping them going.

LIBRARIES.—As already stated, I am not able to report libraries in any of our schools this time, but we are planning to place a small graded library in every school in the county at an early date, which will increase the

efficiency of the schools, especially in the teaching of reading.

RURAL SCHOOL EDUCATION.—I am glad to say that our Board is much interested in better rural schools. We are determined to do more for the little country schools, and as such we are going to offer the country teacher a better salary in order that better teachers may be induced to these schools. We give the same number of months to the one-teacher schools as we give to the larger ones, so far as the General School Fund is concerned. This is a principal that I have always stood for, and I have succeeded in getting our Board to agree with me.

With very best wishes, I am,

Yours for better education,

R. E. TURNER,
County Superintendent.

MADISON COUNTY.

Madison, Fla., Feb. 20, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: In compliance with your request of recent date, I submit herewith my report for the biennium for the years 1916-1917 and 1917-1918.

NEW BUILDINGS AND REPAIRS.—On account of the extremely high cost of building material we have undertaken very little work in building or repairing. Two new two-room consolidated buildings have been erected at a total cost of approximately \$3,000, and about \$1,200 expended on repairs. Practically all our buildings are in good condition, minor repairs only being needed, and these we hope to be able to make when necessary.

TEACHERS AND SALARIES.—For the past year it has been very difficult to secure competent principals and teachers

in the high school departments, partly because such teachers were engaged in other work, but more largely because of inadequate salaries. So long as a talented man or woman can secure better wages at some other occupation we shall find it difficult to properly man our schools. Realizing this our board, at the risk of incurring greater indebtedness, raised salaries the past year from ten to thirty per cent, and considering the high cost of living this was not sufficient. With the 10-mill amendment we can increase our income thirty per cent, and do a better part by our teachers in the future.

FINANCES.—The board in this county is in very good shape. While the report to the State Superintendent shows an indebtedness of \$9,122.46, this does not show the real financial condition. When all taxes for 1917 were collected we had more than enough to wipe out this apparent indebtedness. The districts are also in very good condition, two only being very much in debt. The present method of collecting taxes should be radically changed. Why not collect the money in the year for which the tax is levied? It would be far better to close the books by January 1, and in this way save to each county large sums paid out for interest each year.

VOCATIONAL EDUCATION.—A year ago one of the Smith-Hughes schools for teaching vocational agriculture was located at Madison. At that time it was impossible to secure a competent teacher, but at this writing a teacher has been employed. However, it is too early to decide upon the merits of the work, or to even predict results. Properly worked out this line of education seems to have great possibilities.

TEACHERS' EXAMINING BOARD.—This is a new feature in our educational system and recently its work has been severely criticised, part of the criticism doubtless being justified. However, it is inconceivable that any new machinery can be run without friction or need of some adjustments. Personally the work has been as satisfactory as could have been expected. With the expe-

rience of two years as a guide, necessary changes should be made and a fair chance given to test its efficiency. If it fails to give results after this test, this Board should be abolished, but not until then.

COMPULSORY ATTENDANCE LAW.—So far no attempt has been made to put into effect the so-called compulsory attendance law either by districts or by the county. From the experience of other counties I do not believe it would prove successful here. The time is ripe, it seems to me, to enact a state-wide, mandatory law, with sufficient machinery to ensure its enforcement. And in this connection, I might add that a law should be enacted providing for a minimum term of six months for every school. With these two, compulsory attendance and a minimum six months term, our schools would make rapid advancement.

FREE TEXT-BOOKS.—I heartily favor free text-books provided for by the State, but not from the county school fund. Already we need all the money we have for longer terms, better salaries, more modern buildings and equipment. With free books no child would be kept out of school because too poor to buy books, and the State would also save quite a sum on the cost of the books to the patron and taxpayer.

LIBRARIES.—While some of our larger schools have very good libraries very few of the smaller have any books worth while, and in this class of school the need is even greater than in the larger school. A plan should be devised somewhat along the lines of the system in South Carolina, and with state-aid some good books could be placed in every school, even in the remotest districts.

RURAL SCHOOLS.—This question has been very much overworked in the past, especially by the politician, but nevertheless, the fact remains that the rural schools are not as efficient as they should be. It may be, as has been suggested before, that on account of the isolation, sparseness of settlement, or other conditions, such schools will

be more or less deficient in building, equipment, terms and competent teachers. If, for the sake of argument, we admit all these facts, there is still vast room for improvement. A commission without pay, composed of five of the best school men in the State, should be appointed to make an exhaustive study of this question, with a view to bettering the educational advantages of our rural population. If the Legislature cannot be persuaded to take up this matter, then the Superintendents' Convention or the Florida Educational Association should undertake the work.

SUPERINTENDENT'S REPORTS.—Once more I want to protest against the law which requires a report from each County Superintendent to Comptroller every six months. These unnecessary reports, filed away in the musty archives of the State Capitol, where not one citizen in ten thousand outside of the Comptroller's office ever see them, are worse than useless. They take up a lot of the time of the Superintendent, require several clerks in the Comptroller's office at state expense, and cost the counties a lot of money to publish the summary in the county papers. And what benefit is derived from all of this? So far as I can see, no one is helped except perhaps the fellows who have a job in connection with this work and the newspapers which publish this summary. No reports should be required of the County Superintendents except a monthly statement published in the county paper and an annual report to the State Superintendent, both of which are now required by law. This would give the County Superintendent a little time for inspection and constructive school work. Those Legislators who are interested in questions of economy could save the state thousands of dollars each year by repealing this law requiring needless reports.

NEW LEGISLATION.—As a rule we ask for more legislation than we get, partly because perhaps we ask for too much at one time, and certainly because we fail to con-

concentrate on a few of the more important matters. I would, therefore, suggest that we get behind a few measures and try to push them through. Some of these are. State-wide Compulsory Attendance, Free Text-Books provided by the State, State Aid to Libraries, Repeal of law requiring reports to Comptroller, minimum term of six months for every school.

G. W. TEDDER,
County Superintendent.

MANATEE COUNTY.

Hon. B. D. Gullett, County Superintendent, (No report received from this county).

MARION COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: complying with your request and also with the biennial custom, which I think is both appropriate and valuable, I have the honor to submit the following report for your forthcoming biennial report:

In most particulars my report made two years ago would fit the conditions now with a few changes, and I can hardly improve upon the observations and recommendations made at that time.

BUILDINGS.—In the matter of buildings we have done but very little during the last two years, and have made only such repairs as were necessary to preserve the property. This was for the reason that we did not need very much new building, and also for the reason that the price of building materials and labor were almost prohibitive.

HIGH SCHOOLS.—The Ocala High School still maintains

its high standing as a full Senior High School, and has been doing excellent work. The Dunnellon High School, while doing the work of a Senior High School, could qualify only as intermediate high school under the state regulations, and the Citra High School, which had been classed as a Junior High School, and qualifying as such fell in attendance, and the number of teachers employed to where we could not class it as a Junior High School. Many schools have been doing high school work, but were not able to qualify as High Schools under the regulations for being accredited.

TEACHERS.—We have experienced great difficulty in supplying the schools with teachers, and there seems to be a growing shortage of teachers, and when one considers the conditions attending the occupation of teaching I do not think it is to be wondered at. I do not believe that multiplying normal schools or departments of education is going to make a "profession" of teaching nor supply the demand. These may contribute to this direction, but there must be a decent living in it for intelligent and capable people before there can be much of a "profession" of teaching or an adequate number of teachers. We increased the salaries for the past year, but not in proportion to the increased expense of living.

BONDED DISTRICTS.—The Ocala district this summer voted and sold \$10,000 extra bonds, making her total outstanding district bonds \$85,000. The purpose of the second issue was to liquidate indebtedness of the district to the county and to make a number of improvements in buildings and grounds.

The Dunnellon district has outstanding bonds of \$12,000 and the Citra district has \$10,500.

SANITATION.—Much attention has been given to making the toilets more decent and generally sanitary, but we have found it impracticable to comply literally with the directions of the State Board of Health in the building of toilets.

TEXT BOOKS.—We still use the county adoption made

in 1910 under legislative sanction, but will be glad when the next regular state adoption is made so that we can fit into it.

COUNTY EDUCATIONAL ASSOCIATION.—We have maintained our county organization, in which we meet at various places in the county, and have educational programs, and we have been fortunate in having with us a number of the leading school people of the state.

HOME DEMONSTRATION WORK.—We still have as home demonstration agent Mrs. Carolyn Moorhead, who has done most excellent work in this line, and the corn club boys continue to make record yields under the direction of Demonstrator Blacklock.

COMPULSORY SCHOOL ATTENDANCE.—We have not yet availed ourselves of the privilege of voting compulsory attendance, and we are hoping for the next legislature to pass a good and strong compulsory attendance law for the entire state. The people some time will get tired of paying for what they do not get, and what they cannot get under the present system. The only theory upon which public education can be justified is that it enlightens the mass of the people, and without compulsory attendance there is and will continue to be a large mass of the people who will not be enlightened.

THE COUNTY SCHOOL BOARD.—When the last primary election came on, Hon. G. S. Scott, who had served many years most efficiently as chairman of the board, declined a re-election, and Mr. W. L. Colbert, of Ocala, was elected to take his place and the two other members remain. The school board changes in Marion County have always been very conservative.

TEACHERS' EXAMINATIONS.—I am still very doubtful of the State Board of Examiners idea being a better method than the old system of state uniform examinations under county administration. To my mind it yet remains to be demonstrated a success. There is a big question arising in my mind as to whether our entire examination system is not more of a hindrance to education than a

promoter of educational interests. When one is hard put to it to secure teachers, and, at the same time, sees numbers of educated people around him who would be willing to teach and who could probably do so successfully, but who have not taken an examination and who will not do so, and who would not be justified by the emoluments of the occupation in spending their time and money in making preparation for examination, it makes him wonder if we are not throttling the very purpose of our work by our system.

SUMMARY.—We have probably operated our schools under the most trying conditions that have prevailed since the public school system was established, and while part of this will encroach upon the next biennial period it belongs properly with the passing period. We have just emerged from the Great War and during this time we have worked under the excitement of the war and everything incident to it and holidays and lastly and worse than anything else the affliction of influenza. We have done all we could to hold our schools in line and to operate with as little interruption as possible, and we now look out upon a new world and hope to go forward to greater accomplishments than ever.

With kindest regards to yourself and the many other excellent people with whom we have happily been associated in this work, I beg to remain,

Cordially yours,

J. H. BRINSON,
County Superintendent.

MONROE COUNTY.

Key West, Fla., Feb. 20, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

My dear Sir:

Your request for a report on the public schools of this county received, and in reply will say conditions are much better than I had expected they would be.

The call of the government, for extra help, took about half of our regular teaching force, but patriotic teachers (mostly those retired from the profession) responded to our call, and today, I am sure we have the best schools in the history of our county.

The method of holding teachers' examination, while it is the best we have ever had, yet it is causing some annoyance. About one-third of my teachers are obliged to take the examination at a time when I can least spare them from their work. I would suggest that some legislation be devised whereby the examinations would not interfere with school work.

As to the building activity, we have nothing to report other than a few minor repairs to buildings. We had planned the erection of a building, to be used exclusively for high school purposes, but the rapid rise in the cost of construction, caused us to hold off for the present.

With kindest personal regards, and best wishes, I am,
Most cordially yours,

V. S. LOWE,
County Superintendent.

NASSAU COUNTY.

Hon. L. L. Owens, County Superintendent. (No report received from this county).

OKALOOSA COUNTY.

Crestview, Fla., Feb. 13, 1919.

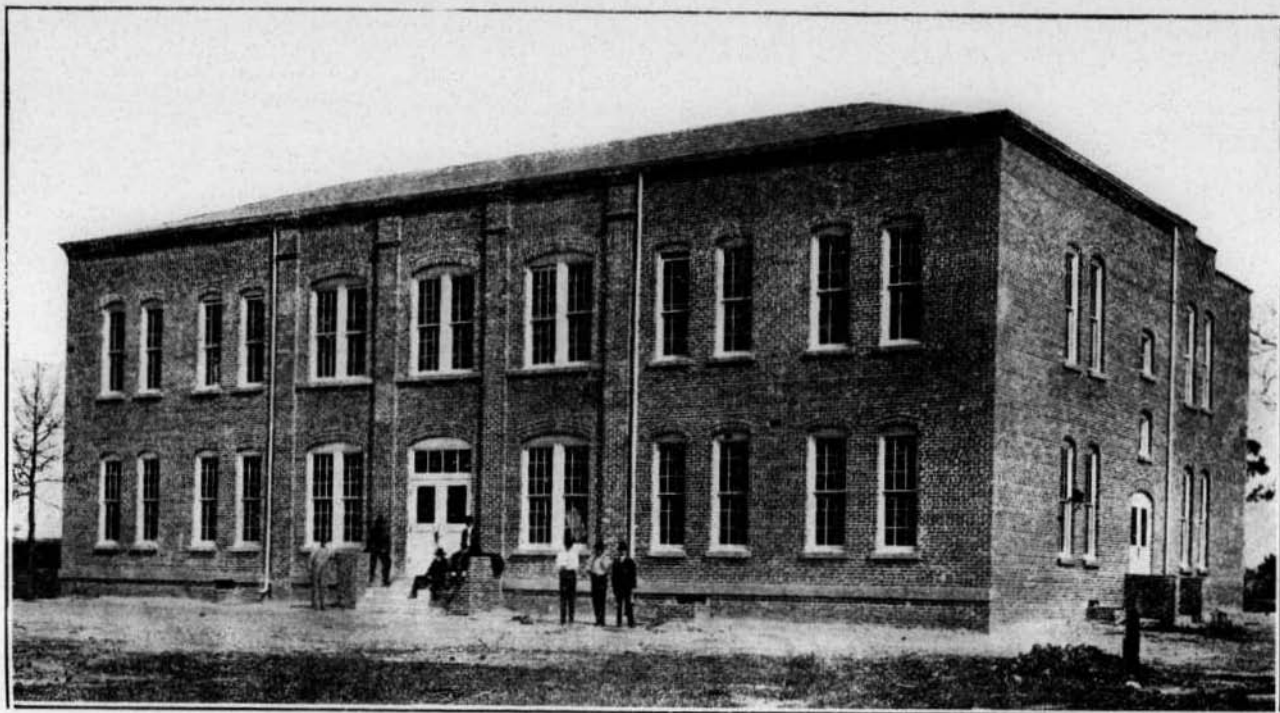
Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Mr. Sheats:

In compliance with your request for a statement pertaining to the schools of Okaloosa County for the past two years ending June 30, 1918; I hereby most respectfully submit the following report:

NEW BUILDINGS.—During the past two years we have erected sixteen new school buildings, containing twenty-six class-rooms. These buildings have cost twenty-three thousand seven hundred sixty-nine dollars. Twenty thousand dollars of this cost was paid by the issuance and sale of Special Tax School District Bonds; the remainder was paid from the General School Fund of the county. These buildings were all erected for white pupils and much of the labor was performed by the patrons free of charge. We have erected no new buildings for colored students. I am enclosing a photograph of our new brick building at Laurel Hill and of the one at Crestview.

SCHOOL BUILDINGS REPAIRED.—Approximately two thousand dollars have been spent for repairs of our buildings. This includes the cost of the addition of rooms to some of our schools where the growing attendance made the



Crestview School Building.

same necessary. Most of the labor was performed by patrons free of charge. We have repaired only one colored school at a cost of twelve dollars.

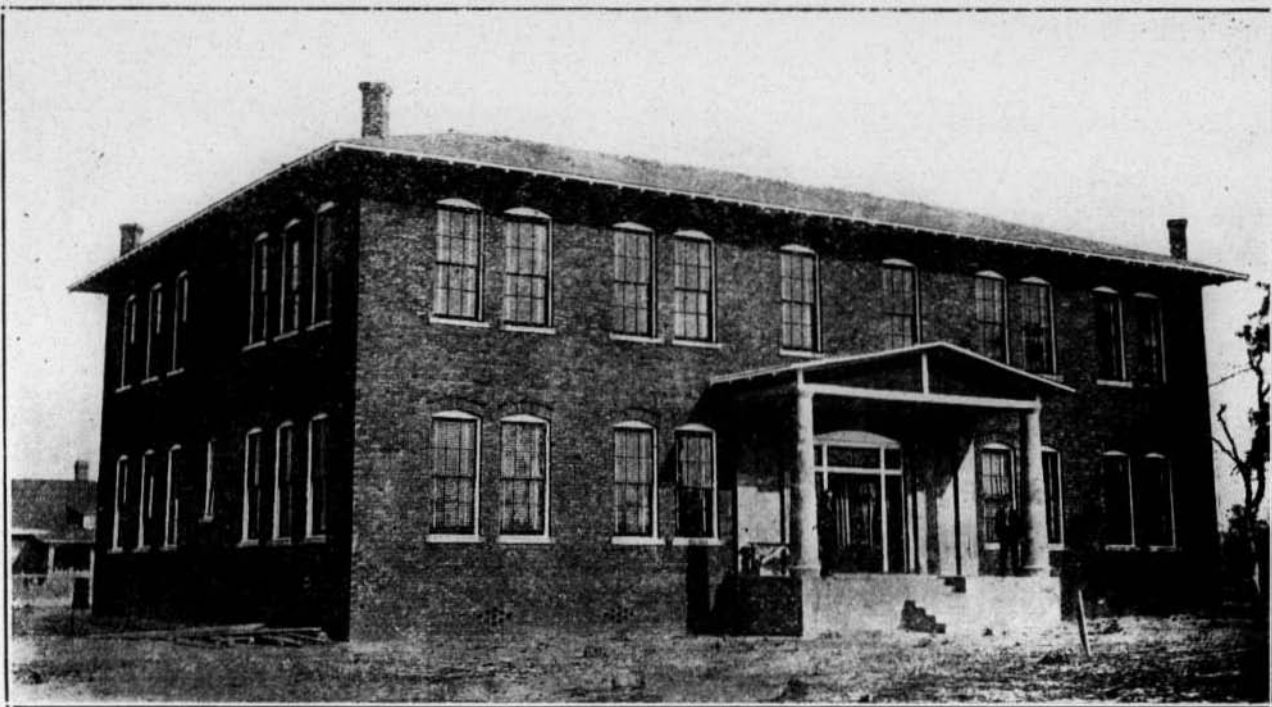
HIGH SCHOOLS.—We have no high school in this county, though some high school work is done in some of our schools; but we cannot hope to have them classed as accredited high schools because of the shortness of the terms, the small number of pupils doing high school work and the grade of certificates held by our teachers. The schools that for the past two years have done intermediate high school work are Laurel Hill and Baker and the number of pupils doing this work will not exceed thirty-five.

TEACHERS.—The average monthly salary paid the white male teachers last year was, \$56.90; white female teachers were paid an average salary of \$46.03. Negro male teachers were paid an average salary of \$25.00; colored female teachers were paid an average salary of \$27.50.

We are compelled to look elsewhere for some of our teachers, not having enough properly qualified home teachers to supply our needs; exigencies caused by the great war have so depleted our teaching forces that we have been compelled to use teachers without experience and proper scholarship.

SPECIAL TAX SCHOOL DISTRICTS.—We have eight Special Tax School Districts, but one has but recently become a Special Tax District. These eight districts contain thirteen white schools and four colored schools, employing thirty white teachers and four colored teachers. Teachers in these districts are paid more for their work than teachers receive who do the same work outside of the districts; and the school terms are from one to two months longer.

BONDING DISTRICTS.—During the past two years Special Tax School District No. 2, Laurel Hill, has voted and sold bonds in the amount of \$15,000, and Special Tax



Laurel Hill School Building.

School District No. 3, Crestview, has voted and sold bonds to the value of \$7,500, and the proceeds in each district have been expended in the erection of a modern brick school house; the one at Laurel Hill having eight class rooms and the one at Crestview four class rooms. Both of these school houses have in addition large auditoriums, cloak rooms, etc.

SANITATION.—We have met the full requirements of Chapter 6836 in about 40 per cent of our schools. We find it almost impossible to meet these requirements in most of our rural schools. We find teachers, patrons and pupils very lax in the execution of sanitary laws; so much so that places that have been made sanitary by us have been wantonly abused by pupils.

UNIFORM TEXT BOOK LAW.—We have had considerable trouble in getting text books for our pupils. Local merchants do not care to handle them at all; claiming that publishers require them to pay for the books in full before delivering them or forcing them to give bond for the costs; that these publishers are so arbitrary and the profits are so small compared with the outlay that our dealers refuse to handle them, consequently many of our pupils do not get the books they need at all, not going to the trouble of ordering themselves direct from the publishers. This condition will continue to exist until the law is changed so that school boards or some central authority in full sympathy with the school situation is permitted to order the books that the pupils of the county need. The state adopted text books are generally approved, Milnes Progressive Arithmetics and Hyde's Grammars being the most unpopular.

SCHOOL FINANCES.—The school fund of Okaloosa County is in a reasonably fair condition. The county owes from its General Fund \$9,693.26. It has a cash balance on hand of \$2,464.65 and a balance due by the Tax Collector of \$1,614.49, making a total indebtedness of this fund if all the taxes were collected of \$5,614.12, which is prac-

tically the amount of Santa Rosa County's debt, which this county inherited when it was created. We expect to reduce this debt by about one thousand dollars a year until it is paid. This we must do by shortening the school term. Three of our special tax school districts, namely, Laurel Hill, Baker and Crestview, are in arrears about one thousand dollars, but uncollected taxes will almost balance this amount.

COUNTY INSTITUTES.—We have been holding our annual county teachers' institute in November, but the one for the past year was not held until December. It was scheduled to be held in November at Camp Walton, near the Gulf, but was postponed because of stormy weather. Miss Agnes Ellen Harris and Dr. L. W. Bucholz were present for the meeting in November, but were not with us in December. Our December meeting was conducted solely by our local teachers.

INDUSTRIAL WORK.—Practically nothing has been done along this line, because our teachers are not trained in this work. We have a few school gardens and now and then a school pig, but nothing more.

CANNING CLUBS.—Miss Margaret Cobb was employed for eight months last year at a salary of one hundred dollars per month. One-half her salary was paid from the General School Fund and the remainder was paid by the Federal Government. About eighty girls were enrolled in clubs doing this work and most of them did excellent work.

CORN CLUBS.—We have no corn clubs in this county, largely due, no doubt, to the fact that we have no Farm Demonstrator. Provision has been made to give us a Farm Demonstration Agent next year, and we hope to see great improvement along this line of work.

COMPULSORY SCHOOL ATTENDANCE.—We have had but one special tax school district in this county that has held an election on compulsory school attendance. The measure carried, but little good has resulted. In my opin-

ion, the law ought to be made more mandatory and state-wide. The people of this county favor a compulsory school attendance law, but they want one that will be worth while; consequently interest in the present law has not been agitated.

SCHOOL LIBRARIES.—Six of our special tax school districts have purchased very fine libraries for their schools. These they are paying for from their special tax funds. Ten other schools have small libraries consisting of a few volumes each.

SCHOOL BOARDS.—I am very well satisfied with a school board of three members, as it is at present; but do not think the method of selecting them is the ideal one. Not more than two members should be elected at the same time, thus giving the school the benefit of an experienced member at all times.

A school board of four members, two of whom shall be elected at the same time that the County Superintendent is elected would serve the same purpose and maybe better in some instances.

FREE BOOKS.—I am opposed to free books. Parents are able to furnish their children with books and should do so and thus save all school funds for the purchase of better school equipment, better houses, better playgrounds and for the hire of better teachers with longer school terms.

PRESENT SYSTEM OF EXAMINATIONS.—I heartily endorse the present method of conducting teachers' examinations and granting them certificates. The examination is partly oral, as it should be, and the personality of the applicant is considered. This method relieves County Superintendents of a great responsibility and takes away the blame for failure on the part of applicants.

I think though there should be an age limit that would prevent boys and girls from teaching who are too young.

COMPARISON OF TOWN AND RURAL SCHOOLS.—Pupils in our rural schools are given almost the same advantages as are those in towns, except in special tax school districts,

where the terms are longer and their teachers are a little better paid. The length of their school term provided from the General Fund is the same, their buildings and equipment are about the same, though it is a fact that the teacher furnished the town is superior to some of the teachers furnished the rural schools in training, experience and scholarship; but this is caused by the fact that teachers cannot get suitable accommodations every time in the country and teachers with these advantages will not go to the country. However, our rural schools are not neglected, but are receiving as close attention as our funds and teaching force will permit.

Respectfully submitted,

W. C. PRYOR,
County Superintendent.

OKEECHOBEE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instructions,
Tallahassee, Florida.

Dear Sir:

Complying with your request for a bi-ennial report I beg to submit the following:

Okeechobee County having been created only a few months my report will be very short. All contracts for the year had been made by the counties from which Okeechobee was formed, therefore the reports from these counties will perhaps cover the facts to be reported.

REPAIRS.—We have made considerable changes on the school grounds throughout the county. In Okeechobee we have graded the yard and planted it to grass, laid side walks on three sides of the yard and are building walks leading to all entrances.

COMPULSORY SCHOOL ATTENDANCE.—We do not have compulsory school attendance but I think it should be made a State-wide law.

FREE TEXT-BOOKS.—One Special Tax District furnishes all school supplies for the district.

NEW LAW.—I would recommend a law governing the educational qualifications of the County Superintendent and giving him more authority. I would also recommend that this office be filled on merit rather than political favor.

Respectfully submitted,

R. E. HAMRICK,
County Superintendent.

ORANGE COUNTY.

Orlando, Fla., Feb. 17, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with request contained in circular letter of February 8th inst., it affords me pleasure to herewith submit bi-ennial report ending June 30, 1918:

NEW BUILDINGS AND LOCATION.

Winter Park, completed May, 1917; ten rooms and auditorium; cost, \$32,246.00; obtained by S. T. D. bonds.

Orlando (W. Central), completed October, 1917; fourteen rooms and auditorium; cost, \$40,000.00; obtained by S. T. D. bonds.

Ferndale, completed February, 1918; one room; cost, \$500.00; obtained by S. T. D. funds and contributions.

Ft. Christmas (Teacherage), completed August, 1917; four rooms; cost, \$950.00; obtained by S. T. D. funds.

IN PROCESS OF CONSTRUCTION.

Winter Garden, four rooms; cost, \$12,000.00; obtained by S. T. D. bonds.

Tildenville, twelve rooms; cost, \$20,000.00; obtained by S. T. D. bonds.

Apopka, seven rooms; cost, \$12,000.00; obtained by S. T. D. bonds.

BUILDINGS REPAIRED.—There seems to have been very little attention paid to lighting and ventilation in the construction of one-teacher buildings in the past. It was found that many teachers had to face direct light from the front door and windows on either side, while pupils suffered from cross-lights from windows. Four of these buildings have been remodeled so as to have the unilateral lighting system—light falling over the left shoulder. This arrangement was secured by closing door in front and adding two side entrances instead. A black-board partition was then placed from two to four feet from the windows on the right side, built high enough to shut off the light without impairing ventilation. An air-shaft of wood, something like an open fire-place, was added to one end for ventilation in cold and inclement weather. We have found that this has shown a marked improvement in appearance of children and an aid to better school work. Buildings remodeled are located at Tangerine, Lockhart, Beulah and Orange Center. Cost was very little compared to the effectiveness and usefulness of the buildings.

HIGH SCHOOLS.—There are two Senior High Schools, one at Orlando and the other at Oakland-Winter Garden. Orlando is of the accredited standard and Oakland-Winter Garden will be by the time their new building is completed. Enrollment: Orlando, 212 high school pupils

and 1025 grammar school pupils, with nine teachers including principal, while grammar school teachers number 26; Oakland-Winter Garden, 43 high school pupils and 211 grammar school pupils, with 12 teachers including principal. Junior High Schools: Apopka, 20 high school pupils, 118 grammar school, six teachers including principal; Winter Park, nine high school pupils, 137 grammar, with 8 teachers including principal; Ocoee, 12 high school pupils, 89 grammar school, 5 teachers including principal. The aforesaid schools are doing excellent work and are striving to measure up to the requirements of the State regulations which our Board most heartily approves. Our total enrollment of high school pupils is 296, an increase of 23 over previous report. Our County Board is using every endeavor to encourage our pupils to continue in the high school work. We are endeavoring to perfect a plan whereby we may establish a Continuation Trade School as an extraordinary inducement to hold our pupils. At present there are 96 white and 30 colored teachers employed. At least 62½% of our white teachers hold First Grade Certificates and Specials, and a large majority of the others good Second Grade Certificates; only 5 of our white teachers have Third Grade Certificates. Some of the colored teachers have First Grade, but the majority hold Second Grade Certificates. Have had no trouble in filling our schools, even under war conditions. Average salaries for white teachers is \$77.68, and for colored \$44.07, an increase of 20% in salaries of white teachers and 16% for colored. The minimum salary of white teachers June 30, 1916, was \$45.00, while the minimum for very small schools June 30, 1918, was \$60.00. Our teachers' appreciation of this increase in salary is shown by their loyalty in carrying out the wishes of the County Board.

SPECIAL TAX SCHOOL DISTRICTS.—There are 19 Special Tax School Districts in the county, all assessing three mills except two; the latter covering quite a lot of terri-

tory secure from two mills sufficient funds to carry on their work most successfully.

BONDING DISTRICTS.—Seven Bonding Districts in the county, five of which have raised since June 30, 1916, \$117,500.00 for the purpose of erecting new buildings, lots having been previously purchased.

SCHOOL SANITATION.—All outdoor toilets have been supplied with sanitary equipment which has not proven entirely satisfactory. A movement is now on foot to rearrange on a strictly scientific basis.

ALCOHOL AND NARCOTICS.—This matter is stressed with Ritchie's books as basis.

UNIFORM TEXT BOOK LAW.—This is in operation in our county and little difficulty has been experienced in securing necessary books. Some of the books in use are not generally approved, Aswell's Spellers, account poor vocabulary; Wheeler's Readers, account too difficult selections, poorly graded and too cheerless; Hyde's Language Books, No. 2 Book, account of stressing technical grammar too much. With these exceptions others seem to be fairly satisfactory.

SCHOOL FINANCES.—Our General School Fund has not proven adequate to meet the general increase in teachers' salaries, which became operative at the beginning of the 1916-17 term. Special Tax Districts which were badly in debt two years ago are now in good financial condition, with the exception of one, due to circumstances over which District or County Board had no control. Have had to borrow \$13,000.00 on the General Fund to pay our teachers promptly. The natural increase in valuation and an increase in assessment provided for by the change in the Constitution will enable us to soon get on our feet financially. After having spent six months in the office as County Superintendent it was necessary to make out the annual report to the State Superintendent, which after very great difficulty was finally accomplished. Necessity being the mother of invention, some financial

system had to be devised by which this could be done without so much unnecessary labor, resulting in a very simple system of accounting by which the financial part of the aforesaid report can be compiled daily and monthly, then summed up and simply copied. The custom of sending out monthly financial statements to the District Trustees was also established, enabling them to so manage their finances that where over-drafts always were encountered, now has been entirely eliminated.

TEACHERS' COUNTY INSTITUTES.—In February, 1917, a County Teachers' Association was organized which meets once a month during school term. A great deal of interest has been manifested as shown by 90% representative attendance of all schools in the county, other 10% being practically inaccessible on account of time required to come and go. It has proven a great benefit to our schools generally. As a matter of encouragement to teachers, would recommend that County School Boards try to make arrangements with the State Educational Institutions to allow teachers credits for faithful attendance at institutes and other educational meetings held under auspices of County, State and Government.

TEACHERS' SUMMER SCHOOLS.—Twenty-eight of our teachers attended summer schools held under State auspices. Others are being urged to attend, as we see the need daily of better teachers.

VOCATIONAL WORK.—The Orlando High School, including the grammar grades, has a well-equipped Domestic Science and Art Department, supervised by two well-trained teachers, while the school at Zellwood has a complete equipment and a teacher who gives work to all grades.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—Our county has a very efficient farm demonstrator, Mr. E. F. De-Busk, and a canning club agent, Mrs. Nellie W. Taylor, salaries paid by United States, State and county. Corn, pig, poultry and canning clubs have been organized, one of

our club girls winning the distinction of being the leading canning club girl in the State. Very general interest is being manifested in the work.

COMPULSORY SCHOOL ATTENDANCE.—We favor a statewide mandatory attendance law being enacted by the next Legislature. If this fails of passage, our people are so strongly in favor of this action that they will have a special act for this county passed if possible.

SCHOOL LIBRARIES.—Additions are constantly being made to our school libraries. Three of our rural schools have purchased \$200 outfits. Grade libraries are also being established in the Winter Park and Orlando Grammar grades.

TEACHER TRAINING DEPARTMENT.—No such institution in our county, though badly needed, a movement now being on foot for its establishment.

TRANSPORTATION OF PUPILS.—Five hundred and ninety-four pupils have been transported at a cost of \$11,210, or approximately \$18.87 per pupil per term. Some people seem to have the idea that they must be paid a profit on expense of getting their children to school. Compulsory education will have a tendency toward correcting this enormous expense.

COUNTY SCHOOL BOARDS.—The writer's candid opinion is that the small board is the more satisfactory. If a change should be made, would suggest the addition of one woman and the County Superintendent being made ex-officio members, as there are occasions at which the advice and services of a good woman are extremely valuable. The county board should be elected by the people.

UNIFORM TEXT BOOKS.—Heartily approve of uniformity, high schools and all grades.

STATE COURSE OF STUDY.—No doubt it is far better to have a state course of study embracing all grades, and that the Legislature should make provision for keeping same up to date and for its enforcement.

FREE TEXT BOOKS.—Free text books should be furnished

as well as paper, pens, ink and pencils. States where such laws are in effect have been found to operate very satisfactorily. Would approve of hunting licenses, fish commissions and other outside funds being turned into the general fund as an aid to this.

PROGRESSION OR RETROGRESSION.—The following statistics will show that our county has made wonderful progress during the last four years: In 1914 the enrollment of pupils was 2,090, cost of maintenance was \$62,041.47, while in 1918 the aggregate enrollment was 2,545, while the expenditure for schools proper was \$86,886.03. Value of property and equipment in 1914 was \$77,000, while in 1918 value was \$227,918. Owing to war conditions families of skilled workmen moved away to engage in war work, reducing our enrollment about 500. In connection with the Five County Fair, we have had assigned to us a large building known as the Educational Building, which has been filled with a splendid exhibit from practically every school in the county.

COMPARATIVELY EFFICIENCY OF RURAL AND TOWN SCHOOLS.—Realizing the need for more supervision of rural schools, in order to make them at par with town schools, our county board employed a rural school supervisor, Miss Flora B. Brown, commonly known as our County Traveling Teacher, who has made a specialty of rural school work for the last eight or ten years. Since her coming she has endeared herself to the patrons, teachers and pupils, and by her wise council and careful work has added greatly to the efficiency of our rural schools. Pupils moving in from the country experience no difficulty in entering the graded and high schools. I wish that every county in the state could have such a capable assistant to the County Superintendent.

THE PRESENT EXAMINATION SYSTEM.—Since the 1917 Legislature passed an act creating the State Examining Board, we have found it to be very satisfactory in our county, enabling teachers to follow up the board and

take the examinations without having to wait for the semi-annual periods of the old regime. It also eliminates the chances for the perpetration of fraud, and as long as the board is composed of efficient members, it is certainly much more satisfactory than the old system.

NEW SCHOOL LAWS RECOMMENDED.—Realizing the need for better teachers, the Legislature should provide a Teacher-Training School somewhere in the center of the State for the benefit of hundreds of teachers with their meager salaries who cannot afford the railroad fare to our institutions already provided. There should also be some provision made to recodify the present school laws, eliminating all that are inoperative. Also compulsory education law. I also believe that County Superintendents should be paid a salary commensurate with salaries of other county officers, and should be paid from the general revenue fund instead of the school fund, which is entirely inadequate to meet new conditions that are bound to obtain in the near future.

OTHER SUBJECTS.—One of the most important innovations started in our county, in addition to our supervisor's work, is our County School Standard and Home Credits reports; the former to make of the school a cleaner, more sanitary and homelike place than schools usually are. The Home Credits report grades the child in sanitation, hygiene, physiology and agriculture on a fifty-fifty basis, thereby showing pupils and parents that the schools consider the practice at least equal with the theory, which is bound to bring about a closer co-operation between the home and school. Credits are also given for home industries, thereby further welding together the interests of home and school.

PATRIOTIC WORK.—In patriotism we feel that the Orange county schools have fully done their part. W. S. Stamps and Bonds have been taken in all schools by teachers and pupils, \$21,638 in W. S. S., and \$61,321 in Bonds, a total of \$92,959. While the year's work was

not completed before June 30, 1918, same closed January 1, 1919, and we take advantage of this opportunity of making a public expression of what we consider a wonderful work accomplished.

Junior Red Cross work was organized in twelve of the schools and conducted through the summer. The summer's work was displayed in a public window in Orlando and contained over 600 articles, which were sent on to Atlanta. Flags were placed over all buildings in the county with appropriate programs. Windermere, a one-teacher school of 22 pupils, won the first Archibald \$125 prize, \$25 for owning the most W. S. S. per capita, and came second in the sale of same. A number of our schools were 100 per cent strong in Junior Red Cross membership and ownership of W. S. Stamps.

The hearty and cordial co-operation of State officials, County Board, County Commissioners, Trustees, teachers, pupils, newspapers and others concerned in the work has been all that could be asked or desired, for which I am deeply grateful.

Pledging my continued best efforts for better schools, I am

Yours very truly,

A. B. JOHNSON,
County Superintendent.

OSCEOLA COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: In compliance with your request for a report on the schools of Osceola County for the two years ending June 30, 1918, I beg to submit the following:

NEW BUILDINGS.—In the past two years we have spent \$19,261.08 for new buildings, all of which, except \$125, was for white schools. The funds for this purpose were

obtained from the following sources: General school fund, \$11,023.02; district funds, \$2,363.08; donation from the Flagler estate for Kenansville, \$6,000. In all we have erected eight entirely new buildings at a cost ranging from \$700 to \$10,000 each, and containing a total of thirteen rooms. These buildings are constructed on modern plans with respect to light, ventilation, and sanitation and are equipped with patent single seats, good blackboards, globes, maps, etc.

At Kenansville we have a modern two-story brick building that cost approximately \$10,000. This building was made possible by a donation from the late Mrs. Lily Flagler-Bingham of a block of land and \$6,000 in cash, the district and county supplying the rest of the funds. It contains four class rooms and an auditorium that will seat more than two hundred, besides cloak rooms, halls, etc. It is equipped with modern furniture, piano, library, maps, globes and good blackboards at a cost of about \$1,400, which was paid for out of the district funds.

In addition to the new buildings mentioned, we have erected fire escapes at the two high school buildings in the county and put in an automatic flushing toilet system at St. Cloud.

BUILDINGS REPAIRED.—Most of our buildings are in good repair. In the past two years we have spent \$967.49 on repairs, \$838.02 from the general fund and \$129.47 from the district funds.

HIGH SCHOOLS.—We have one Senior High School that meets the requirements of the State Board of Education, the Osceola County High School at Kissimmee. This school enrolled last year 655 pupils, 122 being in the high school department. This shows an increase in this department for the last two years of nearly 40 per cent. It offers a two-course curriculum and maintains departments of music, expression and domestic science and household management. Prof. R. M. Evans, the principal, has been with us for twelve years, and to him much

of the credit is due for the high standard of efficiency this school has attained.

At St. Cloud we have an irregular four-year high school that enrolled last year 290 pupils, about 30 being in the high school department. This school employs twelve teachers, three giving all of their time to high school work. While this school is not classed as a Senior High School, it is doing excellent work. Both of our high schools have met the requirements of the State Board as to equipment and properly certificated teachers.

Though it is sometimes very difficult to secure properly qualified teachers, I believe in adhering to the regulations of the State Board of Education.

TEACHERS.—This county does not furnish a sufficient supply of home teachers for the schools, therefore we have to go elsewhere to obtain what is needed. We have but little difficulty in securing teachers for the grades, but for some of the rural schools it is very hard to get satisfactory teachers owing to the living conditions found there. I believe, as a whole, our teachers average up with any found in the state. We do not employ teachers who do not hold legal certificates.

The average salaries paid teachers in 1914 compared with those paid in 1918 are as follows:

	1914.	1918.
White males	\$93.77	\$134.00
White females	58.73	66.62
Negro males	40.00	46.00
Negro females	34.05	40.00

SPECIAL TAX DISTRICTS.—We have but five districts now, having lost one when this county was divided to form a part of Okeechobee County. There are ten white and two negro schools embraced in these districts. We have no bonding districts.

SCHOOL SANITATION.—We have improved the sanitary condition of our outbuildings, though we find it rather difficult to meet some of the requirements of the State

Board of Health. In one compulsory attendance district that contains seven schools, we have the attendance officer to look after the sanitary condition of the out-buildings when he makes his weekly visits to these schools. We find this a very satisfactory arrangement.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—These subjects have been taught in the schools of this county for many years. Each teacher has been supplied by the county with a copy of "Health is Wealth," and instructed to use it as a text book for lectures to the children. This seems to be the only way this book can be used.

UNIFORM TEXT-BOOK LAW.—We have no trouble with the operations of this law, as the agents are prompt in supplying books. Nearly all of the teachers complain about the readers now in use and desire a change. I find there is some dissatisfaction with the arithmetics and grammars.

CANNING CLUBS.—Miss Albina Smith, the canning club agent for this county, is doing excellent work. She has organized canning and poultry clubs throughout the county and has aroused interest in many other lines of work. The school board pays \$500.00 towards her salary for a period of ten months and furnishes a car. She receives \$500.00 from the Federal fund.

COMPULSORY SCHOOL ATTENDANCE.—One school board district and one special tax district have voted for compulsory school attendance. While I believe some good has been accomplished, I cannot say that it has been a complete success. The law is too weak and allows too many loopholes for evasion. I am in favor of a State-wide compulsory law that will compel attendance from six to sixteen for the full length of the school term. Out of over six hundred votes cast in the districts mentioned, there were only twenty-five against compulsory attendance.

TEACHER-TRAINING DEPARTMENTS.—We tried to intro-

duce this department into the Osceola County High School, but failed to secure the required number of students. I have not urged this course since, as I feared some of the students would drop out of the high school to take up this work. The majority of our teachers attend the State summer schools, or some recognized schools in other states, so I cannot see much advantage to be derived from this course in the high schools. What we need is a state normal school where teachers can be taught how to teach before a certificate is granted.

COUNTY SCHOOL BOARDS.—I am in favor of the present number on the school board and am opposed to the county superintendent becoming an ex-officio member. I think the primary law should be changed so that the candidate would be selected from the county at large instead of from the districts as under the existing law.

SCHOOL FINANCES.—At the close of the year we had in the General Fund a net balance of \$4,372.95, and in the district funds, \$1,226.77. We always pay our teachers promptly, and if we do not have sufficient funds on hand we borrow from the banks on the school board's note. We have managed to keep out of debt despite the fact that when the county was divided we lost a net revenue from the General School Fund of about \$3,500.00.

GENERAL OUTLOOK.—I believe we have made some progress in the past two years, though I am sure there is still room for improvement. We have bettered the conditions in the rural districts by erecting and equipping new buildings, improving the sanitary conditions, and supplying more efficient teachers. If we can induce our Legislature to pass a state-wide compulsory school law, I see no reason why the schools of this county should not rank with any in this or any other state.

Yours very truly,

C. E. YOWELL,
County Superintendent.

PALM BEACH COUNTY.

West Palm Beach, Fla., Feb. 14, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I am very much pleased to comply with your request for a biennial report covering the period ending June 30th, 1918.

This period in the history of Palm Beach County schools is very peculiar in that three different County Superintendents were in office during the time. Mr. H. W. Lewis retired from office the first of January, 1917, Mr. Guy I. Metcalf, his successor, served until the latter part of January, 1918, and immediately after his death, Mr. Jackson B. McDonald was appointed by the Governor to serve until the next general election. Mr. McDonald was superintendent at the close of the period for which this report is made. It is to be regretted that this report cannot be made in the nature of a comparative report to show progress over the preceding biennium, owing to the fact that no report was submitted at the close of June, 1916.

During the latter part of this period something near thirty square miles of our School District No. 2 was cut off to form a part of Okeechobee County, but the increased assessed value of property from year to year has kept our receipts from taxes for school purposes on the increase in spite of this small loss of territory.

During the early part of this biennium, District No. 9, which is located in West Palm Beach, and is comprised very largely of property owned by colored people, floated a bond issue and constructed a modern school building, costing in the neighborhood of \$22,000. This

building compares very favorably in appearance and equipment with the schools used by white pupils. Eight thousand dollars of this cost was furnished by the bond issue of November 25, 1916, in this district. Part of the construction price was furnished by contributions from persons interested, the balance being supplied by the General County School Fund.

In July, 1916, District No. 6, of which Delray is the municipal center, found itself in debt owing to the fact that it had constructed a very handsome cement block school building. A bond issue was voted during that month, and \$20,000 worth of bonds were sold to pay off this debt and leave something for the construction of another school.

District No. 1 voted \$25,000 worth of bonds in November, 1916, with which to purchase land and make improvements for an athletic field adjoining the school property of the Palm Beach High School.

District No. 8 voted \$10,000 in bonds in November, 1917, for the purpose of erecting a school building at Boca Ratone. At the close of this period the bonds have not been validated, therefore the building was not begun.

This makes a total bond issue of the several districts in the county of sixty-three thousand dollars. With the exception of the ten thousand dollar bond issue in District No. 8, all this money has been spent for the purpose intended except five or six thousand dollars.

NEW BUILDINGS.—During 1917, two rural schools were built, each costing about three thousand dollars, on Torrey Island and Kraemer Island, respectively, in Lake Okeechobee. These buildings are complete in every appointment and are well equipped for advanced rural school work, including some manual training and considerable domestic science equipment. These schools are located in District No. 1, and were constructed entirely from the General County School Fund.

District No. 6 constructed a colored school building

in the town of Delray at a cost approximating thirty-five hundred dollars. This school is in charge of Professor Clarence E. Walker and has done such remarkable work that it has attracted the attention of the Trustees of the Slater Fund, who very generously have been donating five hundred dollars per annum towards the support of this school.

From these figures, it will be observed that new school buildings were erected to the extent of twenty-five thousand dollars for colored pupils and six thousand dollars for white pupils.

REPAIRS TO BUILDINGS.—During this period some eight thousand dollars was spent in repairing white schools and about five hundred dollars in repairing colored schools.

FURNITURE AND APPARATUS.—Furniture and apparatus consisting of modern desks, manual training, and domestic science equipment was purchased to the extent of nearly twelve thousand dollars for white schools, and sixteen hundred dollars for colored schools.

INCIDENTALS.—The incidental expenses attached to operating the white schools during this period amounted to over \$6,500 and for the colored schools about \$650.

TRANSPORTATION.—During this period some \$20,000 was expended for the purpose of transporting pupils to and from school. About one-third of this amount was used in purchasing cars, while the balance was used in operating over the two-year period. No transportation was provided for colored children.

At a board meeting during June, 1918, after viewing the enormous cost of this method of transportation, it was decided that this plan was not economical and a resolution to abandon it for the coming year was passed. The board decided that when pupils are required to be transported, the contract plan will be better than the former plan of running its own cars.

LUNCH ROOM.—Just before the beginning of this bien-

nium, Professor I. I. Himes, who was principal of the West Palm Beach High School, established a lunch room in the basement of the school building, which has continued to grow and render good service. It is possible for the school children to obtain warm lunches at from 10 to 25 cents. During the last months of this period the receipts of the lunch room went sometimes as high as \$100 a week.

HIGH SCHOOLS.—The county provides one senior high school at West Palm Beach. Two other high schools in the county, at Delray and Stuart, respectively, provide four-year courses. Lake Worth, Boynton and Jupiter provide some high school work, and are recognized as junior high schools.

DOUBLE SESSION.—About the middle of the school year of 1917-18, owing to the crowded conditions in the school in West Palm Beach, Principal B. H. Gault recommended a double session in the first four grades. As this enabled each teacher in these grades to handle twice as many pupils by teaching a little longer day, the Board adopted the plan, and increased the salaries of the teachers concerned by a small amount.

FLORIDA EDUCATIONAL ASSOCIATION ATTENDED BY TEACHERS.—In order to encourage the teachers to attend association meetings, the Board paid the expenses of all teachers who attended the F. E. A. meeting at Arcadia during the Christmas holidays of 1916. Practically all of the teachers were present.

VOCATIONAL SCHOOL.—During the last few weeks of the administration of Mr. Metcalf, he was instrumental in having the State Vocational Board select Palm Beach County as one of the counties in which to locate a Smith-Hughes School for the purpose of teaching agriculture. This school is to be located at Canal Point, where the West Palm Beach Canal enters Lake Okeechobee. This is a typical Everglade region and much good is expected to result from the school when it is finally built.

At the close of this period, three separate plots of land, aggregating one hundred and twenty acres, are about to be donated to the County Board of Public Instruction, for this vocational school. Each tract of land has a frontage either on the lake or on the canal. The property is conservatively estimated to be worth in excess of twelve thousand dollars. These liberal donations indicate the interest of Palm Beach County citizens in educational matters.

FINANCES.—In order to show the financial condition of Palm Beach County at the close of this period, we will state that the cash in the county fund and the various district funds was as follows:

County Fund	\$ 723.92
District No. 1.	52.05
District No. 2	134.34
District No. 3	658.20
District No. 4	1,091.84
District No. 5.	528.30
District No. 6	840.51
District No. 7	99.51
District No. 8	533.10
District No. 9	123.13
District No. 1 Interest and Sinking Fund....	\$ 15,741.91
District No. 2 Interest and Sinking Fund....	1,292.67
District No. 4 Interest and Sinking Fund....	7,404.89
District No. 5 Interest and Sinking Fund....	3,525.87
District No. 6 Interest and Sinking Fund....	1,917.75
District No. 9 Interest and Sinking Fund....	591.96
District No. 6 Bond Fund	2,492.73
District No. 1 Bond Fund	5,722.50

Total \$43,475.18

The Bonds Outstanding in District No. 1 were... \$84,500

The Bonds Outstanding in District No. 4 were... 25,000

The Bonds Outstanding in District No. 5 were.. 13,500

The Bonds Outstanding in District No. 6 were... 19,500
 The Bonds Outstanding in District No. 9 were.. 8,000

Total\$150,500

Very truly yours,

W. I. KEEN,
 County Superintendent.

PASCO COUNTY.

Dade City, Fla., April 2, 1919.

Hon. W. N. Sheats,
 State Superintendent,
 Tallahassee, Florida.

Dear Sir:

Below please find report for the bi-ennium 1916-1918:

NEW BUILDINGS.—Owing to limited finances Pasco County has done very little in the line of new buildings for two years prior to July 1st, 1918. Only one building of any material consequence has been erected. That is at Trilby at an approximate cost of nine thousand seven hundred fifty dollars (\$9,750.00.) The building contains six (6) well ventilated recitation rooms also a spacious auditorium, all of which are now properly equipped with the necessary patent single desks and auditorium chairs. The building has also attached thereto, a complete sanitary water carriage toilet system for both sexes. The building is modern in every particular. This building was made possible by the issue of ten thousand dollars (\$10,000.00) Special Tax School District Bonds.

RURAL SCHOOL.—The rural schools have been equipped with sanitary closets to conform with State regulations in regards to same.

Under the head of High School equipments, we wish to say that Pasco County has brought her two high schools, namely, Zephyrhills and Dade City, up to the required standard with regards to laboratory requirements.

As to the efficiency of the rural schools we report that all eighth grade pupils are examined on their proficiency in the grammar school by questions sent out of the office of the County Superintendent, which said examinations are conducted by the teachers, the papers regraded in the office of the County Superintendent and a diploma issued for each applicant which entitles the said applicant to admission into the high school of the county. The result of this has been very manifest in that the number of pupils desiring high school instruction has increased at least eighty per cent. The County Board has made provision for the transportation of these pupils to the high schools or have made certain allowances to them as transportation which is used by some to defray the expenses of board in homes near the said high schools.

CONSOLIDATION OF SCHOOLS.—The system of examination of the eighth grade pupils has brought to the attention of the County Board the necessity of consolidating the rural schools, and some progress has been made towards this end. Also it has brought to the attention of the County Board the necessity of establishing schools by consolidating of sufficient size to bring them under the State regulation for the giving of high school instruction.

TEACHERS' CERTIFICATES.—Pasco County has had a scarcity of teachers, that is teachers who hold a certificate on every subject they are required to teach in consolidated schools, more especially with regards to high school instruction. The County Board and Superintendent have taken the position that no teacher be allowed to teach in any school who does not hold a cer-

tificate in accordance with the law. Hence, the scarcity as afore mentioned.

SPECIAL SCHOOL TAX DISTRICTS.—All of Pasco County territory is embraced within some special tax district, three of which are bonded. The financial condition of special tax districts and in bonded districts is good, showing a net balance on hand to the credit of the districts. The General School Fund of the county is involved to the extent of eighty-eight thousand dollars outstanding in time warrants, though the increased valuation has from time to time been able to meet all sereal maturities and interest.

PROGRESS.—While the results obtained have not met with the desires of the school authorities, we wish to report that fair progress has been made.

J. W. SANDERS,
County Superintendent.

PINELLAS COUNTY.

Clearwater, Fla., February 19, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: I am glad to comply with your request to furnish for your biennial report a brief summary of the educational advancement of Pinellas County for the period to be covered in the report, and to make such recommendations for new legislation on educational matters as I may deem advisable.

NEW SCHOOL BUILDINGS.—During the two-year period ending June 30, 1918, the several districts of Pinellas County voted ten separate issues for school bonds, aggregating the sum of \$221,000, the proceeds from which were expended in building five new buildings and in remodeling and improving and equipping five of the old

buildings of the county, the net result of which has been the adding of ten model school buildings to the school equipment of the county. With the completion of the work now under way, and for which funds were provided during this period, every district in Pinellas County will have a modern school building, well built and well equipped in every way, and every single building in the county, whether for whites or negroes, will be supplied with the best sanitary equipment, provided with running water supplied by either a windmill or a gasoline engine. There will be no school building in Pinellas County which does not have its drinking fountains, wash basins, sanitary toilets and water for the yard and flowers. We are especially proud of the fact that the rural school buildings are as good as those erected in the towns and cities.

HIGH SCHOOLS.—The county maintains four standard senior high schools, and the work for these schools has very much improved during the two years. The enrollment has increased from 440 in 1916 to 651 in 1918, an increase of 25 per cent each year. The new St. Petersburg high school, which was started during the period, will represent when completed the finest and best-equipped school building in the entire State. The high school work of the entire county is limited to these four high schools and high school pupils from rural districts are transported at public expense to the nearest high school. This has greatly stimulated the work of the rural schools to the end that the number of these pupils has doubled in the last two years.

GRAMMAR SCHOOLS.—In 1917 my office prepared a uniform course of study for all of the grammar schools of the county and so arranged the daily program and so divided the work that it has been possible to keep the grammar schools of the county doing uniform work. During each of the two years uniform examinations throughout all the schools of the county have been conducted through this office and tabulated reports of the exam-

inations are made and sent to each school, showing the ranking of the school in the county and the individual work of each pupil.

ADDITIONAL SUPERVISION.—In 1916 the School Board of Pinellas County took a progressive step, but one that has been taken by many other States and one that has been followed by other counties in this State, in the fact that the board added an assistant superintendent to give additional supervision to the schools, particularly rural schools. This has been a great help in many ways to the schools in Pinellas County, and the crying need in the State of Florida today is for more supervision for the schools. Few people realize the many and varied duties placed on the County Superintendent under the Florida County Unit system, particularly in those counties that have a number of special school tax districts and that have voted many bond issues for building and improving schools, and that the County Superintendent has little time for supervision. The rural schools of this State have fewer needs of more pressing importance than that of supervision. It is impossible for any County Superintendent in this State to do all the work that is required of him and to give the necessary supervision to the actual teaching processes in the schools. The State has two rural school inspectors. It should have at least six. I venture to say that there is no business in the State, either public or private, in which there is as little real supervision as there is in the rural schools.

GRAMMAR SCHOOL FIELD MEETS.—In 1918 the County School Board authorized the holding of a grammar school field meet for all of the Fifth, Sixth, Seventh and Eighth Grade pupils of the county. Every school in the county participated in this meet, and more than 300 contestants were present in addition to a large number of visitors. The contests were given in silent reading, arithmetic, composition, spelling and declamation, and in

athletic events. The morning session was devoted to the literary events and the afternoon to athletic events. Individual prizes were provided by the business men of the county to the winners of the first place in each event, and blue, red and white ribbons were given to the winners. In addition, the County School Board gave a handsome framed picture of General Lee to the school that won the greatest number of points. The event was so successful, and did so much to encourage and improve the work in the schools and to stimulate an interest in athletics that the School Board has already appropriated sufficient funds to hold the meet in 1919, and we are looking forward with pleasure to this meet.

DIPLOMAS FOR SCHOOLS.—Several years ago the County School Board began to provide uniform high school diplomas for all the high school graduates of the county and also uniform certificates for all the Eighth Grade graduates in the county. Last year the board went a step further and arranged to give each of the school buildings in the county a diploma, or "Certificate of Approval," which meet certain conditions prescribed by the board in each of the following items: Health conditions, appearance of yard and buildings, room decorations, punctuality and attendance, self-control and appearance of pupils, playground conditions, extra school activities, attitude of pupils toward teacher or teachers and class room results. These "diplomas" or "certificates of approval," properly framed, are awarded after careful examination of the school, and awards are made annually. This has served to stimulate a healthy and very active interest among not only the teachers and school officials of each school, but among the pupils and patrons, as the awarding of these certificates has come to mean very much to the school.

VOCATIONAL WORK.—Pinellas County is giving a great deal of time and attention to vocational work in manual training, domestic science and agriculture, and funds

have been provided to add commercial departments for another year, and while the county has received its share of the Smith-Hughes funds appropriated for vocational work, and while the county is spending a good many thousand of dollars annually in the work, the fact still remains that we are not spending half enough for vocational work. The school curriculum should be wide enough and broad enough to enable every boy and girl to fit himself or herself to earn a comfortable living, and it is a sad comment on the work of the schools that so many boys and girls drop out of school without having learned any definite trade, and that so many even complete school with no specific training to enable them to earn a living. There has been a definition of education to the effect that "Education is that which prepares us to enjoy a living." The modern definition is that "Education is or should be that which will enable us to earn a living," and the school men of the State might as well realize that vocational education is coming in spite of them if not through them.

COMPULSORY SCHOOL ATTENDANCE.—Pinellas County as a whole has adopted the compulsory school attendance law, and we are doing the best we can with this make-shift law, hoping that the next Legislature will wake up to the fact that the State needs a State-wide mandatory compulsory law that will require every boy and girl of school age to attend school.

PRESENT SUPPLY OF TEACHERS.—Even by employing all of the people in the State who can secure a certificate, the State does not have anything like a supply of even so-called teachers, and there are imported into the State annually more than a thousand people who come as teachers. And with all of the home teachers of Florida and with all of the teachers imported there are many schools in the State that have no teachers and a great many that have inefficient, inexperienced and untrained teachers, and when the standard of teachers is raised, the

salaries will certainly have to be increased. There are many teachers in this State receiving less annually than the janitors who look after the school buildings in which they teach. As a result of this poor pay the best teachers are leaving the profession and going into other fields where they can earn a living. The State should set a higher standard for teachers and then provide a salary sufficient to attract teachers of that standard.

PRESENT EXAMINATION SYSTEM.—The present examination system may be some improvement over the old system and while I have no fault to find with the personnel of the Board, I do think that the State is going at the matter entirely from the wrong view point. An examining board will not produce teachers any more than a saw mill will produce lumber without timber and the State is doing nothing to encourage the training of teachers or to place a premium on the trained teacher, and while there are normal school departments in the two State schools and also in the private institutions of the State, the combined out-put of all of these departments would not supply the demand for teachers in the Clearwater schools alone, and as long as the State puts a premium on the person who can secure a certificate rather than on the trained teacher, the attendance in these schools will be nil. The present examining board is going over the State threshing and rethreshing straw, and in every examination there are applicants who have failed in former examinations and who have crammed up in an effort to successfully pass the examination, and as any one who secures a certificate can find a position, the cramming process goes on. When the people of the State wake up to the fact that the mere holding of a certificate is the least of all evidences that a person is qualified to teach, and when the State adopts a policy of placing a premium on a trained teacher, there will be some hope of improvement.

REPORTS AND WORK REQUIRED.—In my 1914-16 report

I said "Something surely ought to be done in the matter of reports required of the County Superintendent and County School Board. The monthly financial statement as now used is antiquated and is so arranged that it is impossible to use this form for making any report of value." I certainly want to repeat the above statement with added emphasis in this report, and I regret to say that instead of improving, the matter has gone the other way during the last two years. During the last five years the work in the county superintendent's office has been multiplied by ten, and while this statement may seem unreasonable, I am sure that any competent person who will examine the system will say that the same is true indeed. Since the office of the county treasurer has been abolished, the County Superintendent is virtually county treasurer of all the school funds. The Pinellas County School Board keeps two or more accounts in each of the ten banks of the county, on all of which deposits are made weekly from many different sources and the County Superintendent has to keep a record of all the money received and expended in this county on forty-three separate accounts in addition to the accounts kept in the banks. Moreover he is required to see that each bank furnishes the proper security for its deposits and that the deposits do not exceed the value of the security. Formerly the tax collector turned over his receipts monthly. The last Legislature passed a law requiring him to turn over the money weekly. This alone has multiplied the work of receiving the money by four, as it is as easy to enter an item of four dollars as it is to enter an item of one dollar.

The several school districts of Pinellas County have voted since 1913 twenty-five separate issues of school bonds and the County Superintendent is required to handle not only the proceeds derived from these bonds, but the interest and sinking funds for each of the separate issues and to receive and pro-rate and deposit every

week, taxes collected for these separate issues, and to pay out the semi-annual interest on each issue as due and keep a record of all the coupons paid and cancelled. Since Pinellas County was created there have been three county bond issues, two for roads and one for court house and jail. For each of these three issues the County Commissioners have appointed a Board of Bond Trustees and each of these boards employes a clerk to look after the clerical work of receiving and disbursing the proceeds and receiving and keeping and paying out the funds collected for interest and sinking funds, and while the law provides three separate people to look after these three issues, it requires the County Superintendent to look after twenty-five separate issues, each of which requires as much time and attention as either of the county-wide issues.

In addition to handling bond finances, the County Superintendent has charge of all the separate district funds and the general county school funds and must issue hundreds of separate checks monthly and make hundreds of separate entries in order to keep the funds properly separated.

In addition to doing all of this work, there is required by the State Comptroller a semi-annual report, covering in detail all of the financial transactions that pass through the office of the County Superintendent and the County School Board. I have just completed the semi-annual report for the period ending December 31, 1918, and it contains 130 pages of typewritten matter. Another similar report will have to be made for the period ending June 30, and in addition to these two reports required annually, the law requires that an annual report be made to the State Superintendent. This report alone for Pinellas County requires more than 150 pages.

These items only represent the work of the County Superintendent in handling the finances of the county and does not cover his work in administration and the

operation of the schools and the employment of teachers, examinations, course of study, correspondence, complaints, school buildings and a thousand and one other things he is now compelled to do to keep the system going. I am willing and anxious to make all reports required for the information of the public and believe in a greater publicity of public affairs, but the reports now required of the County Superintendent are of little, if any, possible value, and the school men of the State, as well as the taxpayers, ought to see to it that the great amount of time that is wasted in making these reports is eliminated and that different forms of reports that would give more information are substituted. Further, as school boards meet only monthly, there is no value in having funds turned over weekly. In a simple amendment of this law many hours of valuable time could be saved.

LEGISLATION RECOMMENDED.—I have already used the entire space allotted me in covering the first part of the subject, and I shall therefore mention briefly some of the things upon which I think there should be immediate legislation.

CERTIFICATION OF TEACHERS.—The present law governing the certification of teachers should be amended to provide for maintaining the proper standard for teachers and especially should Section 17 of the present law be amended as to make it more easily construed and applied.

As this section is now construed and applied by the State Department, it operates to keep the best teachers from other states coming to Florida. This was certainly not the intention of the Legislature, and as long as Florida is forced to go out of its own territory to secure teachers, the laws should be such that the best teachers from other States could be selected. There should be an amendment to this law, giving complete reciprocity with other States. The home people should be protected by all means, but the real interest to be protected is the children of the

State, and any law that does not allow the employment of the best available teachers for the children is certainly against their interests. Schools do not exist to give positions to people, but for the sole purpose of providing instruction and education to the boys and girls of the State.

REPORTS AND FINANCES.—I have already covered the matter of reports. Surely the Legislature will not longer permit the great waste of time necessary to make the kind of reports now required. They are of little, if any, value, do not give the information the public is entitled to, and are so arranged that they consume hours of valuable time which ought to be available for constructive purposes. I can see no reason for requiring the tax collector to turn over the funds weekly instead of monthly. If the county funds are not safe in his hands for a month, they are not safe in his hands for a week, and as the school board and the County Commissioners pay out funds only monthly, there is no reason why the work of the office of the tax collector, the County Superintendent and the County Commissioners should be multiplied by four, as the present law surely requires.

THE MATTER OF TEXT BOOKS.—There is to be an adoption of grammar school books for the entire State before the beginning of the next school year. As the law now stands, and as the practice has been for the last two adoptions, the final selection of the books is not made until the last of August or first of September, which means that a number of schools over the State open before there can possibly be a supply of text-books on hand. I can see no reason why this selection and adoption of text-books could not be made at least thirty and perhaps sixty days sooner. A simple amendment to the present law requiring that the books be adopted and the contracts awarded by the last of June or middle of July would be of untold value to the schools of this State and would not work a hardship on any one.

BETTER PAY FOR TEACHERS.—As the people of the State ratified by a large majority the constitutional amendment to change the county school levy from 7 to 10 mills, and as this was voted largely for the purpose of increasing the pay for teachers, I am in favor of a law that will require a very large part, if not all, of the county school levy to be used for the exclusive purpose of paying teachers' salaries. This would not work a hardship on any county that would avail itself of the other existing laws for providing buildings and funds for incidental purposes, and it would make impossible the too frequent custom of county school authorities to utilize the annual school tax of the county for the construction and equipment of buildings. There is now a law by which any district may vote and levy three mills for incidental and supplementary expenses. There is also a law by which any district may vote bonds for acquiring, erecting and improving school property, and a tax of five mills may be levied to provide for the payment of interest and principal on the bonds. The general school fund of the county, in addition to the 7 mills (or 10 mills as it may now be) consists of the poll taxes of the county, a part of the one mill State school tax and receipts from several other sources, the total of which should be ample indeed to provide for the general administration of the schools of the county, and there is no reason why the entire general school tax of the county should not be used exclusively for teachers' salaries. After all, the teacher is the school and when the State begins to pay attractive salaries to teachers, there will be more people who seek the positions and the time will shortly come when there will be an ample supply of teachers from which the best can be selected, to say nothing of the fact that the teachers might then receive a living wage for their services. The state can never raise its standard for teachers until it has an available supply from which to select, and the supply will always be limited until there is an attractive wage offered.

A STATE SCHOOL BOARD COMPOSED OF EDUCATORS.—For a number of years the school men of the State have been trying to get away from the present ex-officio composition of the State Board of Education, consisting of the Governor, the State Superintendent and three cabinet members, whose official duties are heavy enough to require their entire time. The State School Board should be composed of men selected on account of their special fitness to act on an educational board and should be men who can give their entire time to the educational matters of the State and who are not in politics. It is a sad comment on our American institutions that we have made the schools of the Nation a side line. Instead of having a national Department of Education, there is a Bureau of Education which is a side line in the Department of Interior, and the same principle is more or less in operation everywhere. That the men intrusted with the care of the institutions of higher learning might have the necessary time to devote to these institutions, the Legislature created a State Board of Control, to be composed of five of the States' best citizens and placed the management of these institutions under this Board. Why not create a State Board of Education for the public schools of the State. As it is, Florida does not have a State school system; it has a number of county school systems. Each struggles along the best it can with very little encouragement or support from the State of Florida.

THE ONE MILL SCHOOL TAX.—The distribution of the one mill school tax as now made on a purely mechanical basis, does not serve to promote and encourage education in the State. I would favor a constitutional amendment that would place the distribution of this fund in the hands of the State Board of Education, to be used to promote and encourage the various schools of the State, as was the intention of the law, giving aid to standard high schools and rural schools. This law was declared

invalid by the courts and before the State can appropriate money for public schools, there must be a constitutional amendment. This would allow the State as a whole to offer encouragement to various counties and would give aid to the sparsely settled sections of the State.

VOCATIONAL EDUCATION.—The crying need of the State is for more vocational and industrial training in the public schools. This demand has been so strong in the entire Nation that Congress, through the Smith-Hughes bill has appropriated millions of dollars for the encouragement and promotion of vocational education, and the State of Florida should willingly duplicate Federal funds allotted to this State for this purpose, and in addition should create in the State Department a Department of Vocational Education and should provide sufficient funds to administer the department, to the end that the funds available from Federal and State sources might be used for the purpose for which they were appropriated.

Thanking you for the invitation to submit this report and the recommendations made therein, I am,

Very respectfully yours,

DIXIE M. HOLLINS,

County Superintendent.

POLK COUNTY.

Bartow, Fla., Feb. 13, 1919.

Hon. W. N. Sheats,
Tallahassee, Florida.

My dear Sir:

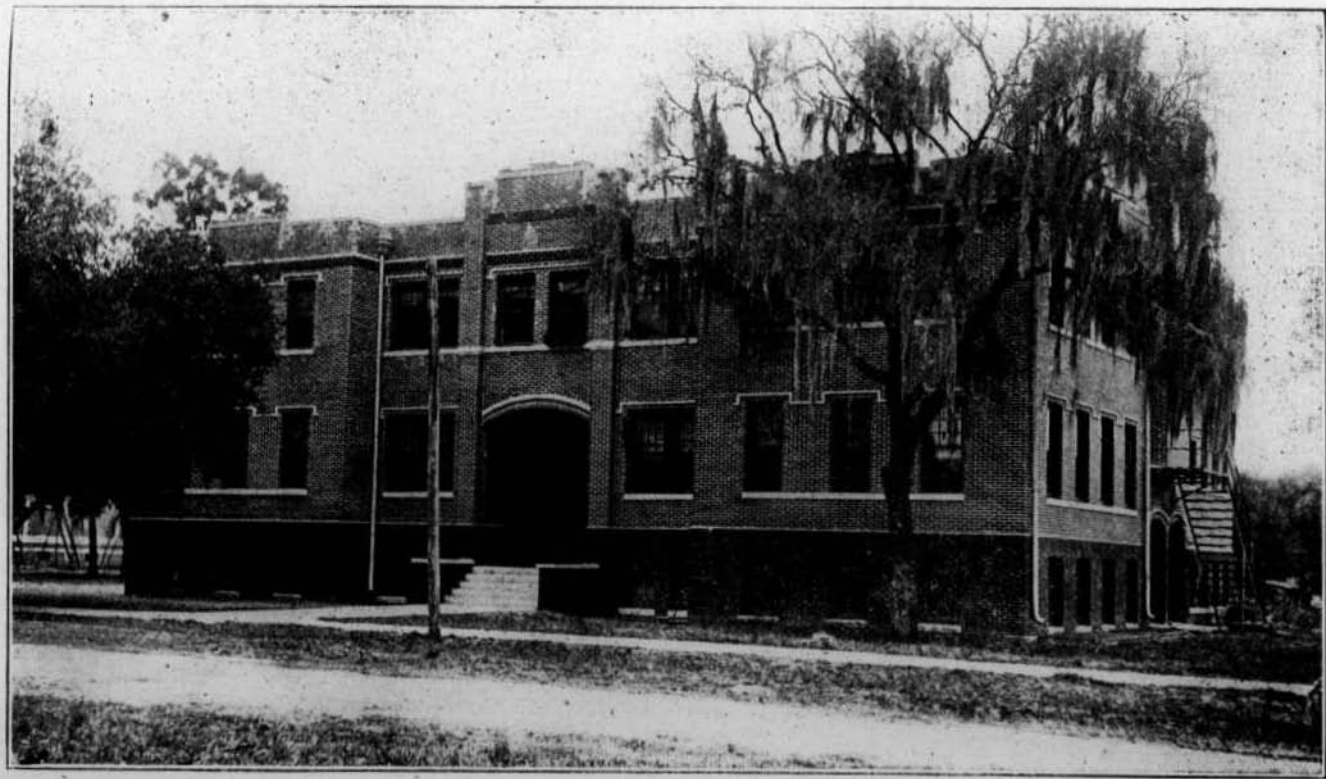
As I have only held the office of Superintendent of Schools since March 26th, having been appointed by the

Governor, in place of W. L. Clifton (removed), my report will of necessity be brief. However as no report was filed from this county two years ago, a brief summary of the condition of the schools for the past four years will not be out of place.

SCHOOL BUILDINGS.—We now have in Polk County, eighteen brick school buildings, as herewith mentioned; Bartow, 4; Lakeland, 2; Fort Meade, 2; Mulberry, 2; Winter Haven, 1; Frostproof, 1; Lake Wales, 1; Haines City, 1; Dundee, 1; Eagle Lake, 1; Lakeland, 1, and Auburndale, 1. These alone represent an investment of \$270,000. Each of these schools has large auditoriums with seating capacities varying from 250 to 1,500. All other buildings are of wooden structure, having from 1 to 5 class rooms.

REPAIRS.—For the most part, our schools are in good condition, consequently we have not had to do much repairing, however, those schools in need of repairs were given same. The trustees of the several schools that are in dilapidated condition have made arrangements to either make repairs or erect new buildings.

HIGH SCHOOLS.—We have five Senior High Schools, located at Lakeland, Bartow, Fort Meade, Mulberry and Winter Haven. These schools employ from 14 to 40 teachers. We have five Junior High Schools, located at Medula, Auburndale, Haines City, Lake Wales, and Frostproof. Several of these I do not consider up to the standard of the regulations, yet pupils finishing the tenth grades of these schools easily pass into the high grades of the Senior High Schools. I submit herewith, a table showing the increase in enrollment in the high school department of these Senior High Schools the past two years. I consider this a great achievement owing to the fact that practically all the phosphate plants had to close on account of the war, thus causing many people to move from the county.



Bartow High School.

	1915-16.	1917 18.
Lakeland	161	188
Bartow	115	126
Fort Meade	76	78
Winter Haven	62	114
Mulberry	58	61
Totals	472	567

SPECIAL TAX SCHOOL DISTRICTS.—We have fifty-five special tax school districts in this county which embraces seventy-two white schools and seventeen negro schools. Practically the entire county is embraced in special tax school districts. The levy of all districts, with the exception of two, is three mills.

BONDED DISTRICTS.—We have fourteen bonded districts with a total of nineteen issues, the total amount being for \$299,000, practically all of which was used for new buildings and equipment. I believe the law authorizing the County School Boards to invest sinking funds of other bonded districts in bonds of another district is a very good one. We had one issue of \$15,000—5 per cent Lakeland District Bonds, which we purchased with sinking funds, thus giving an excellent rate of interest for the sinking funds to earn and also benefiting the Lakeland District by its procuring par for its bonds.

SCHOOL FINANCES.—The financial condition of the county is very good, the General School Fund having on hand July 1, 1918, \$27,404.26, with outstanding warrants to the amount of only \$418.30. In 1911 the County Board borrowed for the General School Fund \$50,000 with which to pay an old indebtedness, and it is paid back at the rate of \$5,000 per year. We have reduced this debt to \$20,000, yet we have increased teacher salaries from year to year. This speaks well for the management of the school funds for the past four years, because at the beginning of that time the General Fund was very much in debt and had no cash on hand. The District

Funds are also in excellent condition, the combined balances on hand July 1, 1918, being \$32,418.85, with only \$6,062.86 warrants outstanding against it. However, Districts Nos. 1 and 4 have outstanding funding warrants to the amount of \$32,000, which is being paid so much per year, thus not materially affecting the excellent financial condition. The combined balances of the bond, interest and sinking funds on July 1, 1918, was \$58,150.73.

It is the policy of the Board to pay all teachers promptly at the regular meeting every month. In case the General School Fund has no cash on hand, the Board borrows the money and places it in the depository, thus enabling the teachers to procure their money upon the presentation of their warrants.

DISTRICT TRUSTEES CONFERENCE.—We have inaugurated a movement in this county and we plan to have once each year, all school trustees, supervisors and other school officials meet and discuss matters pertaining to the welfare of our schools. Our first meeting which was held last May, was pronounced a great success and was said to be one of the best meetings of its kind ever held in the county.

CANNING CLUBS.—We have a very efficient Canning Club Agent in the person of Miss Lois Godby. She is paid a salary of \$1,800.00 per year, which includes all her expenses, the County School Board, County Commissioners, and State paying an equal amount toward the salary.

With our splendid system of good roads, the agent is enabled to cover the entire county and with the co-operation of the Boys' Corn and Pig Clubs, our people are not only living at home, but are seriously interfering with the western meat packers and the canning industry of the east and north.

COMPULSORY SCHOOL ATTENDANCE.—We have two districts in this county that have voted for compulsory school attendance, but it seems that it is not being enforced as it should. There are several other districts

contemplating calling elections to determine upon this issue. I am in favor of a state-wide compulsory school attendance law and I believe the sentiment in this county is very much in favor of it.

TEACHER'S TRAINING DEPARTMENT.—We have a teachers' training department in the Bartow school which has been maintained for the past two years. We believe it has been a great success, consequently we have continued it for the 1918-19 term. We find that teachers in rural schools who have attended this department are doing better work than those who have not. If teachers, when they have closed their six months term, would attend this department for several months, it would not only assist them in the future, but would help them in procuring a higher grade certificate.

TRANSPORTATION OF PUPILS.—It has been the policy of the present County School Board to consolidate schools when possible. There has been several schools consolidated within the past several years. We have been allowing \$2.50 per month per pupil transported, though in one instance where we consolidated a twenty-pupil school with an excellent two-teacher school, we pay \$40.00 per month, thus giving the pupils a longer term in a better school. The most difficult problem in this county in consolidating schools is educating the people in the rural communities to its advantage.

COUNTY SCHOOL BOARD.—I believe there should be five members on the County School Board, one from each County Commissioners District, elected for a four-year term. Since the Superintendent is the special custodian of the schools and is held responsible for their general success, I believe he should be an ex-officio member of the Board with power to vote.

CONCLUSION.—With the splendid co-operation of the school board now existing, together with the assistance of the local boards, patrons and teachers, all working in harmony, I feel that the outlook is bright and in order

to keep pace with the growth and progress of our great county, we are going to render the best service we are capable of giving.

Thanking you for courtesies shown us, I am,

Yours very truly,

JOHN A. MOORE,

County Superintendent.

PUTNAM COUNTY.

Palatka, Fla., Feb. 14, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: I beg leave to submit the following general report from Putnam County:

We feel that the past biennium has marked the greatest progress ever experienced in Putnam County schools for the same length of time. The board and the trustees of the different districts have co-operated in a manner that result in better schools and better teachers.

This co-operation is absolutely necessary as a means to great progress. We have suffered some misfortunes also during this time, having had two buildings burned during the war. One of the buildings that cost \$1,000 has already been replaced by one costing \$2,500. The other one, a high school building, cost \$10,000 without equipment. Plans are about complete to replace this building with one costing \$30,000 or more.

NEW BUILDINGS.—We have erected five new buildings for the white pupils of the county and one new one for the negroes. The negro building will accommodate 100 pupils and cost \$1,200. The former building at this place cost \$150 and would accommodate thirty pupils. The five new buildings for the white pupils will accommodate 325 pupils, and cost \$10,000. The old buildings replaced

by these would accommodate 150 pupils and cost \$1,200. Besides these rural grade school buildings that have been erected, we have arranged for the construction of the High School building at Crescent City, replacing the one burned as noted in the outset. The funds for all of these buildings were obtained—one-half from the General Fund and one-half from the Sub-District 3-Mill Fund.

SENIOR HIGH SCHOOLS.—We have two senior high schools, located at Palatka and Crescent City, with an enrollment of 60 and 30, respectively. The Palatka High School has a faculty of five teachers and offers the following courses: Classical, scientific and home economics. This school has been placed on the accredited list by the Southern Association. It will be housed next year in a new \$75,000 building, with the Grammar School. The domestic science department was established last year and has proven a very satisfactory addition, as well as a successful and an interesting part of the school. The Crescent City High School has a faculty of three teachers, and is also doing standard high school work.

TEACHERS.—Although the requirements in scholarship are considerably higher in this county we have not experienced any great difficulty in securing teachers. The salaries have been increased a little each year, and we have been fortunate in being able to hold the teachers we wished to keep from among those of the county with whom we have had experience. In selecting new teachers we make a practice of selecting them from among those in attendance at the State Summer School, where we get teachers most often with talent and ambition. The minimum salaries of white teachers have been raised during the biennium from \$40 to \$50, and the maximum from \$65 to \$80 in the grades, and a proportionate raise in the high schools. Our high school teachers meet the requirements of the state with state and special certificates.

From among the grade teachers we are as fast as possible eliminating those who do not attend summer schools.

SPECIAL TAX DISTRICTS.—We have eighteen Special Tax School Districts at the present time. We are organizing them as rapidly as possible and hope soon to have the whole County in Special Districts. The district affords a smaller unit to work with, besides, a direct benefit to the locality taxing itself. All of the sub-districts levy 3-mills excepting one. With this they are able to supplement the salaries of the teachers, thus giving them better teachers, and to furnish the school with libraries and equipment that the Board cannot furnish. Only one district has voted bonds. These bonds amounting to \$85,000.00 have been sold and delivered, and were voted for the purpose of erecting new school buildings in Palatka. Several unsuccessful attempts have been made to get bonds voted for this district. It was accomplished by this Board by first dis-establishing the district and re-organizing a new district to include only the people who send to Palatka schools. Two more new districts were formed from the territory left over from the original district. We have only one district having more than one white and one negro school.

SCHOOL SANITATION.—The sanitation of a school in this county counts twenty-five points. The yards and house must be clean. The water supply good and condition of well sanitary. The out buildings must be kept free from all writing, drawing and marks. In the rural schools where we do not have access to sewers the Board has made an effort to comply with Chapter 6836, Laws of 1915. Considerable money was spent on these out buildings to comply with this act, then they were not sanitary. We have given special attention to this point and it appears to me that the only way to make a boys rural toilet sanitary, is to make it according to the latest plans of the State Board of Health and make it if possible of a material that is practically indistructable.

We teach, "Health is Wealth," also "Food Saving and Sharing."

SCHOOL FINANCES—1916.

	Gen. Fund	Dist. Fund	Total
Cash on hand	\$ 7,328.08	\$ 4,001.13	\$11,329.21
Warrants O. S.....	7,378.08	4,954.63	12,332.71
Net cash balance.....	.....	.....	.....
Net deficit	50.00	953.50	1,003.50

1918.

	Gen. Fund	Dist. Fund	Total
Cash on hand	\$14,045.55	\$ 682.96	\$14,728.51
Warrants O. S.....	247.30	1,575.98	1,823.28
Net cash balance.....	13,798.25	.....	12,905.23
Net deficit .....	.....	893.92	.....

This county went with a strong majority for the 10 mill amendment allowing boards to raise the school levy. This I think is one of the best evidences of a progressive county.

CANNING, CORN, PIG AND OTHER CLUBS IN THE SCHOOL.—We have employed a white canning agent for the county during all of the bi-ennium, and her work has been very successful among the schools and helpful to the communities. Miss Josephine Sipprell is our agent and the County Board of Public Instruction bears the expense of this department. We have also employed a negro agent to work among the negroes of the county, she is employed for the months of April, May and June, and at the close of the bi-ennium, she had sixty-five club members, placed forty-one canners, and filled 12,500 containers.

The teachers have during the war organized thrift clubs, junior Red Cross clubs and gardening clubs in all the larger schools and some one-teacher schools. Many

of the schools of the county attained the 100 per cent mark on many of the drives and war club works.

The County Commissioners maintain the farm demonstration work. Mr. L. Cantrell, the demonstrator, has organized both corn and pig clubs among the school boys. We encourage this work in all of our schools, and believe the school the place for the county demonstrators to do their most effective work.

VACATIONAL WORK.—No attempt has been made to introduce vocational training into our schools on account of the inadequate room and also because we can hardly comply with the requirements at this time.

UNIFORM TEXT BOOK LAW.—I am thoroughly convinced that the uniform Text-Book Law of 1911 is one of the best measures passed in many years to the interest of the poor boys and girls of this state. The agents here keep a good supply and we do not have any difficulty in securing the books.

COURSE OF STUDY.—The state course of study in use this year, I think, goes hand in hand with our uniform Text-Book Law, State Adoption and State Examining Committee. The course of study will, of course, be better after being in use a while and then worked over.

COMPULSORY ATTENDANCE AND FREE TEXT BOOKS.—I think compulsory attendance and free text books go hand in hand, as it will be necessary to furnish some with books if they are compelled to attend school. We have voted compulsory attendance in three districts, and while it is a help to have it in three districts, the results would be much better if it were county-wide and have an attendance officer. The proper way, however, is to make both compulsory attendance and free text books a state law.

Respectfully submitted,

C. H. PRICE,
County Superintendent.

ST. JOHNS COUNTY.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: Complying with your request, I take pleasure in submitting to you the following report of present conditions of the public schools in St. Johns County:

NEW SCHOOL BUILDINGS.—No new school buildings have been erected in St. Johns County during the past two years. Conditions brought on by the war prohibited the building of school houses.

SCHOOL BUILDINGS REPAIRED.—White schools, 1917: No. repaired, 11; costs, \$565.94. White schools, 1918: No. repaired, 12; costs, \$1,857.10. Negro schools, 1917: No. repaired, 3; costs, \$44.94. Negro schools, 1918: No. repaired, 2; costs, \$221.33.

HIGH SCHOOLS.—For white pupils there is one senior high school in the county, situated in St. Augustine, one junior high school at Hastings, one junior high school for negroes in St. Augustine.

Number of Pupils Enrolled in Each:	1917.	1918.
St. Augustine High School	124	125
Junior High School at Hastings	19	17
Negro Junior High School at St. Augustine	24	13

TEACHERS.—Properly certificated teachers have been scarce, but we have been fortunate in securing the services of some very efficient teachers. Average teachers' salaries for the whole county is: White schools, male \$90, female \$65; negro schools, male \$50, female \$34. There has been a slight increase in salaries.

SPECIAL SCHOOL DISTRICT.—There is one special tax school district in the county, situated at Hastings. There are two white and two colored schools located in this district.

BONDING DISTRICTS.—There is no bonded special tax district in this county.

SCHOOL SANITATION.—The out-buildings of the schools have been arranged to comply with the law regulating such buildings. The teeth of all of the pupils of the free schools of the county are treated free. The board maintains a dental clinic and has a dentist employed who does nothing else but treat the teeth of the school children. This is made possible by the donation of \$1,000 annually by a generous citizen.

TEACHING THE EVILS OF ALCOHOLICS AND NARCOTICS.—The teaching of the evils of alcoholics and narcotics is taught as required by law.

UNIFORM TEXT-BOOK LAW.—There is no legally constituted book agent in St. Augustine, book dealers here having failed to furnish their required bond. While we get books through them, I think conditions could be improved.

SCHOOL FINANCES.—The financial conditions of the county will compare favorably with other counties in the State. The indebtedness of the General School Fund at present is \$111,859.48. This indebtedness is in the form of interest bearing coupon warrants, part of which was borrowed at $5\frac{3}{4}$ per cent and a part at $5\frac{1}{2}$ per cent. interest. Teachers have been paid promptly. There has been no new indebtedness created during the past two years. In the creating of Flagler County, a part of St. Johns County was taken, and the new county of Flagler has assumed as its pro rata of indebtedness \$11,140.52, which has reduced the indebtedness of St. Johns County that amount.

TEACHERS' COUNTY INSTITUTE.—There is no organized Teachers' Association in this county. There has been no funds available for that purpose.

TEACHERS' SUMMER SCHOOLS.—Number of teachers who attended summer schools; white males, 0; white females, 6; negro males, 2; negro females, 3.

VOCATIONAL WORK.—Manual training and mechanical drawing were taught in the St. Augustine High School

for two years, and a Commercial Department was taught in said school for a period of three years. The Board was compelled to abolish both of these departments on account of not having sufficient funds to operate them.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—During the two years ending June 30, 1918, St. Johns County employed both a Farm Demonstrator and a Canning Club Agent. Mr. J. E. Cheatham, State Farm Demonstrator receives \$2,300 annually, \$1,500 from the county and the balance from other sources. The Canning Club Agent is Miss Anna Heist, and she receives \$800 annually from the National and State governments, the St. Johns County Commissioners and the Chamber of Commerce of St. Augustine. Poultry and Pig Clubs have been organized throughout the county and the work is progressing favorably.

COMPULSORY SCHOOL ATTENDANCE.—Compulsory school attendance has not been instituted in this county because we haven't sufficient funds to properly care for all of those who attend school voluntarily without compelling others to attend, thereby creating further expense. I am in favor of a state-wide, mandatory compulsory school attendance law, now that the millage has been increased for school purposes.

SCHOOL LIBRARIES.—There is a library established in the St. Augustine High School valued at \$500.00.

TEACHER-TRAINING DEPARTMENT.—There has been no teacher-training department established in this county, as we do not have the necessary funds required to institute such a department.

TRANSPORTATION OF PUPILS.—Number of pupils transported (white), 1917, 60; aggregate cost, \$600; cost per pupil, \$10; 1918 (white), 43; aggregate cost, \$764.62; cost per pupil, \$17.78. No negro pupils transported. I approve of the system of transportation of pupils to schools under certain conditions.

UNIFORM TEXT-BOOKS.—I approve of a uniformity of

text books and feel that during the next session of the Legislature every effort should be made to secure text books that will cover the changed conditions in Europe, owing to the late war with Germany.

PROGRESS OR RETROGRESSION.—Very little progress was made in the schools of the county during the past two years on account of the late war. We think that we were fortunate in keeping up the standard set during previous years. However, all of the large schools of the county were furnished with new charts, maps and school helps of various kinds.

The following are the statistics relative to enrollment and average attendance of pupils of the public schools of the county during the past two years:

Schools.	Year.	Enrollment.	Average Attend- ance.
White	1917	1,611	1,228
White	1918	1,413	1,083
Negro	1917	805	612
Negro	1918	666	526

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.

—The rural schools of the county are just as efficient as the town schools are, taking into consideration the environments and conditions that exist; that is, while the rural schools are not as efficient as the town schools, still they are as efficient as we can possibly make them under the existing conditions.

THE PRESENT EXAMINATION SYSTEM.—I am in favor of the present examination system.

NEW LAWS RECOMMENDED.—I recommend the following new laws relative to the free public schools:

(1) A law to establish state normal schools for the training of teachers in the state, to be maintained by appropriation in the same manner that the State University and other State institutions are maintained.

(2) A law that will tax corporations directly for school purposes, provided that the Constitution will permit it. If not permitted, then I am in favor of amending the Constitution so that it can be done.

(3) I am in favor of a law that will enforce state-wide, mandatory school attendance and a law that will provide free text books for the pupils attending free public schools. The state has a right to demand that its future citizens, who naturally become a part of the government, be educated, and as books are the tools of the pupils, they should be furnished free, because it is useless to build expensive school houses and employ teachers to teach and not provide pupils with tools to work with, namely, books.

(4) In the event that a compulsory school attendance law is not enacted during the next session of the Legislature, I am in favor of an amendment to the child's labor law which would prevent persons from employing public school children to caddy for golfers or act in moving pictures.

(5) A law that will comply with the provisions of the bill introduced by Senator Hoke Smith of Georgia in the United States Senate to promote education, thus enabling the State of Florida to receive appropriations by the United States government for the promotion of education.

(6) I am in favor of a law that will cause people to pay a school tax who do not pay any real or personal tax, and, therefore, are not paying any taxes with which to maintain the schools.

Respectfully submitted,

D. D. CORBETT,
County Superintendent.

ST. LUCIE COUNTY.

Fort Pierce, Fla., Feb. 14, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I have the honor of submitting the following report of the schools of St. Lucie Co.

Comparisons with former reports as to totals will not give accurate information, owing to the fact that previous reports included much of the section now Okeechobee county.

NEW BUILDINGS.—There were no new buildings erected the past two years; conditions and building restrictions familiar to all being responsible. All school buildings being in fairly good condition, very little repairing was necessary during these abnormal times and high prices.

BOND ISSUES.—Two Special Sub Tax Districts have voted bonds \$25,000.00 and \$12,000.00 respectively for new buildings; these bonds are sold and the money is now on deposit in the local banks. These with former issues bring the total bonded indebtedness of the county up to the sum of \$62,000.00, exclusive of an indebtedness of \$83,000.00 of time warrants sold and proceeds used in the construction of the Fort Pierce school house, which cost, equipped, \$100,000.00. All indebtedness of the county is promptly met when due. The sinking fund of the above indebtedness now totals \$19,000.00. At the end of the school year, June 30th, 1918, we had a cash balance on hand of \$7,500.00 in the General Fund, and \$4,900.00 in the Sub-tax District Funds.

HIGH SCHOOLS.—We have one Senior High School, with an enrollment of one hundred; it employs five teachers, who do high school work exclusively, besides the principal who devotes part of his time to the supervision

of the entire school, which employs sixteen teachers. We maintain two other high school of two teachers each, with an enrollment of forty-nine pupils; all these schools have a four year course, but only one, the County High at Fort Pierce, meets the full requirements of the State.

TRANSPORTATION.—Our school board believes in consolidation, so far as practical, therefore each year shows an increase in the number of both high school and grade pupils transported. We have discontinued several schools, and will continue to follow this plan as fast as the necessary arrangements can be perfected. We believe only in consolidation so long as the children can be returned to their homes each day, and be under home restrictions and influences.

TEACHERS AND SALARIES.—Up to the time of the close of this report we did not have any trouble in securing a sufficient number of teachers; although we must continually employ many young and inexperienced ones, to get the required number, largely I think a matter of salaries. All teachers of large possibilities, soon find more remunerative positions outside the teaching profession. This we do hope and expect to be able with the increased funds which will be available next year to remedy to a marked degree. Our Board expects to levy the full ten mills tax, and increase the teacher's salary to a more equitable sum, when compared with other occupations, and demand more preparation, eliminate the weak or more especially hold the successful one.

SPECIAL TAX DISTRICTS.—All territory in the county is included in one of the sixteen sub-tax districts, and all are levying the maximum rate allowed by law. All are in good financial shape, but all could and would use more funds if there was a way to secure the same.

THE SCHOOL BOARD.—The Board of Public Instruction as constituted at present gives very good results, an increase in number would only be an added expense, without any compensating benefits.

FARM DEMONSTRATOR AND CANNING CLUBS.—The county employs a farm demonstrator who is doing good work, which is apparent in deversified crops and improved methods used. The canning clubs and home economics, under the direction of Miss Grace Holt, are making good progress, resulting in the saving of tons of first class foods. The salaries of these two are paid by the Board of Commissioners, they levying a special tax for the same, which the school board is unable to do. Miss Holt, however, works through the schools entirely.

COMPULSORY SCHOOL ATTENDANCE.—There is no doubt that Florida needs a stronger compulsory attendance law, and we are hoping that the coming Legislature will not adjourn until some workable law has been enacted. It should be from six to sixteen years of age and one hundred and twenty days per year, but even seven to twelve years, and one hundred days would be a big improvement on the present law, providing the means of evasion were removed.

TEACHERS' EXAMINATIONS.—We consider the present method of conducting the examination for teachers a decided advance over the former system.

UNIFORM TEXT BOOKS.—The Uniform Text-Book Law is a success; therefore, we favor it in both the grades and high school. We need a change in the readers, grammars, and especially in the writing books, which are very ordinary, and would not add any extra cost. Adopt Palmers' or Zaners' or some similar system.

PROGRESS.—As I have directed the schools of the county but a few months, possibly I am not able to give a definite answer as to the progress made, but feel certain that the schools of St. Lucie County have steadily advanced the past years. We do not report on the same territory as formerly, hence comparisons are difficult; also part of this time conditions were so unusual that comparisons would not reflect true conditions. Interest in the schools never was better, and with the country

returning to a peace basis, we expect to see a strong forward movement in the schools.

Respectfully submitted,

E. E. SMITH,
County Superintendent.

SANTA ROSA COUNTY.

Milton, Fla., Feb. 15, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction.

Dear Sir: I am pleased to submit herewith my report for the biennium ending June 30, 1918.

NEW SCHOOL BUILDINGS.—During the two years embraced in this report two two-room frame buildings have been erected at a cost of \$1,296.61; ten one-room buildings at a cost of \$3,341.09, and one room added to each of three other buildings at a cost of \$972.02, an expenditure of \$5,609.72 for new buildings and additions.

All this money has been spent from the General Fund except \$150 paid by the Calhoun Special Tax District on their new house. All these buildings are for white children, and while they are comparatively small; they are of ample size to meet the need of the communities in which they are located. Our county is large, and in some sections is only thinly settled. However, these buildings are so located that the best possible advantage will be afforded the children near their location.

It is the policy of our county board to look carefully into the construction of all our buildings requiring that they be properly arranged for light and ventilation.

Until last year the only building in the county equipped with single desks was the Milton School. However, the County Board has adopted the policy of purchasing only the single desk, and three buildings have been equipped

with the single desk during the year just closed.

REPAIRS TO BUILDINGS.—The sum of \$2,548.20 has been spent for repairs to buildings during the past two years. For the most part our rural buildings, while small, are substantially built. Some, however, were poorly built, as a result of which much damage has been done to them by the heavy storms that have struck our section of the state in the last couple of years. Several were blown off their blocks and otherwise damaged, and this, in addition to the ordinary repairs, has made this item unusually large for this period.

HIGH SCHOOLS.—Milton, Jay and Munson are doing high school work. Only the Milton School, however, has an accredited rating. It now stands on the intermediate list. The other school mentioned, while doing fairly good work, do not comply with the requirements for standard rating in the matters of pupils enrolled above the eighth grade and the number of teachers employed.

The following figures will be of interest here, showing as they do the entire student enrollment for the county for both the grammar and high school grades:

Total enrollment for the county, 1916-17: White, 2,847; negro, 555.

Total enrollment for the county, 1917-18: White, 2,856; negro, 515.

High school pupils in the county, 1916-17: White, 54; negro, none.

High school pupils in the county, 1917-18: White, 45; negro, none.

High school pupils in Milton, 1916-17: White, 33; negro, none.

High school pupils in Milton, 1917-18: White, 32; negro, none.

From these figures, we notice two things: First, approximately 75% of the pupils of the entire county above the eighth grade are enrolled in the Milton High School. Second, the 1917-18 figures are less as to total number of pupils above the eighth grade in the county and enrolled

in the Milton High School. This is due to conditions arising from the effects of the great world war. But for the fact that a number of our high school young men are now in military training, the 1917-18 figures would show a substantial gain over the 1916-17 year.

TEACHERS.—This county does not have a sufficient number of resident teachers to supply its need. About 30% of the teaching force comes from other counties of the State. The teachers are, for the most part, well prepared for their work. There are some of the younger teachers who have not the professional training they should have and this naturally results in their doing a lower grade of work than if they were better prepared.

It is the policy of this county to raise the standard of our school work by employing more efficient teachers. We are weeding out the lower grades of certificates by refusing to employ them when a higher grade teacher can be secured.

Many of our teachers, since the big increase in business has come to our country causing a demand for more clerical help, have left the profession and we have not been able to do all we would like to have done in the matter of securing better teachers; however, the following figures will show what has been done.

	Above			
	First Grade	First Grade	Second Grade	Third Grade
1915-16	4	14	41	25
1916-17	5	16	42	33
1917-18	6	23	34	34

SPECIAL TAX DISTRICTS.—During the bi-ennium covered by this report, three new Special Tax Districts have been created, making a total of eleven in this county. Most of them are small and because of the low property valuations do not produce a large extra revenue, but what they do get helps a great deal as the trustees use it to either supplement the salary of the teacher or to lengthen the

term of school. Also, they often pay part of the expense of securing libraries and other things needed by the school.

SCHOOL FINANCES.—Santa Rosa County owes some money but is not in a bad condition when the value of its school properties is taken into consideration. We owe \$31,500.00 on which we pay 8%. This obligation is against the General Fund and is so arranged that the School Board will not be pressed for its payment. However, we are preparing to pay this indebtedness off by setting aside a certain sum each year to be applied on this debt.

We are able at all times to make prompt settlement with our teachers. However, the interest we pay on current and standing obligations amounts to quite an item, more than \$3,000.00 per annum, and if no debt existed and this money now paid for interest could be applied to our regular operations it would help a great deal.

TEACHERS' INSTITUTES.—For the past several years institutes have been held for the benefit of the teachers. In each meeting an interesting program is arranged, and much good is accomplished.

The plan has been to arrange for the opening of all schools of the county on the same date, and in the week preceding the beginning of the schools the institute is held. In these meetings the teachers are brought into closer contact with each other, and the discussions of matters pertaining to school work usually result in a better understanding of teachers' problems. From these institutes the teachers go to their respective positions filled with enthusiasm and a larger vision of their work.

BOYS' AND GIRLS' AGRICULTURAL CLUBS.—In this county a Farm Demonstrator and a Home Demonstration Agent are both employed. The interest in the various clubs is very fine and some tangible results are already realized.

Miss Winnie Warren, of DeFuniak Springs, is em-

ployed by the School Board as Home Demonstration Agent, and Mr. R. T. Oglesby, of Milton, Fla., is employed by the Board of County Commissioners as Farm Demonstrator. Both agents work co-operatively with the boys and girls in the schools as well as with the adults in the various communities.

The most important work done among the girls is through the Canning Clubs, Poultry Clubs and Sewing Clubs. In two of the rural schools, Mulat and Robinson, the girls have become interested in Domestic Science, and one day in each week different ones of the girls serve hot lunches to the school. This is considered a valuable item of training along with their other club activities.

Among the boys various clubs are maintained, such as corn, potato, peanut, pig and calf clubs. In the schools the boys and girls unite in the organization of their clubs, electing a president, vice-president and secretary, and have their meetings once a month, when they report on the progress of their work in addition to carrying out a program.

Perhaps the best proof of the good results accruing to the county through these agricultural clubs is seen in the annual contests in the fine poultry and hogs put on exhibition, also the corn and the large variety of fruits and vegetables put up by the girls in glass and tin. The corn grown by Santa Rosa County Corn Club boys last year took first prize at the Jacksonville State Fair.

COMPULSORY SCHOOL ATTENDANCE.—We do not have compulsory school attendance in Santa Rosa County. However, I am a firm believer in it. If I were of any other opinion of its merits I would be forced to favor it by the absolute carelessness and indifference of some fathers and mothers to the importance of educating their children.

I believe, though, that the law, to be most productive of good results, should be State-wide in its application and not left to certain local districts or counties. A State

law would be much more effective in every particular, and, while I would like to see compulsory attendance, I would favor it only when we can have the power of the State behind it to help enforce it.

SCHOOL LIBRARIES.—In some of the schools of the county, outside of Milton, a nucleus of a library has been installed. There was purchased some reference books and some miscellaneous selections, all good, but not adequate to the need.

We have recently put into eight of the schools located in the Special Tax Districts, graded libraries costing \$2,100. These several libraries will total about 2,200 volumes of carefully selected reading matter suited to the needs of all grades in the school as well as material suited to the needs and taste of adult readers. Where these libraries have been placed, emphasis is put on the fact that they are for the community as a whole, and that it is our desire to have all the people, old and young, do more careful reading. From time to time more of these libraries will be secured for the schools.

TEACHER TRAINING DEPARTMENTS.—In the Milton High School a Teacher Training Department has been maintained for two years. Due to the fact that we were able to secure the services of a well-qualified and experienced teacher to take this work for us the work was very satisfactory. However, the last year the attendance was so small that not as much has been accomplished as in the previous year.

That such a teaching unit is needed goes without question. However, I am inclined to the opinion that for the smaller and sparsely settled counties, it would be better, if possible, to have two such counties come together for the maintenance of a teacher training department. In this manner both counties could furnish a sufficient number of students to make an interesting and more successful work and at the same time be less expensive to both counties and the State.

TRANSPORTATION OF PUPILS.—This county has not transported any pupils, as we have not as yet affected the consolidation of any of our schools.

COUNTY SCHOOL BOARDS.—I believe that the small board of three members is sufficient, and, in the last analysis of the matter, is the best. I believe that the plan to make the County Superintendent a member of the board with the power to vote would be a mistake. This would draw him into discussions and produce in some instances, perhaps, a friction between himself and some member that would hinder his best work for both the board and the people. So far I see no reason for any change in the plan of electing the board members. In this day of extreme publicity of everything and the life of every man who aspires to a position of public trust, the people should be able to intelligently select the men best capacitated to serve them.

FREE TEXT BOOKS.—I do not favor a system of free text books on any plan.

PRESENT EXAMINATION SYSTEM.—The plan of having all examinations for teachers conducted by a Board of Examiners as has been adopted in this biennium has not as yet been in operation for a sufficient length of time to judge of its merits. The plan gives a great power to the Board of Examiners, still I am inclined to the opinion that the plan is good and that it will serve our school interests effectively if properly carried out.

PROGRESS OR RETROGRESSION.—If the reader will note the figures and comparisons under the following sub-heads of this report, viz.: New School Buildings, High Schools, Teachers and Agricultural Clubs, he will be able to clearly see what is being done. It is not a record to boast of, but I feel, that under circumstances encountered during this biennium, we have more than held our own.

NEW LAWS RECOMMENDED.—I recommend the following new laws relative to the free public schools:

- (1). The legislature should enact a law requiring every

child in the state to attend the public schools where the principles of virtue and patriotism can be instilled into the minds of the youth of our land. It is unpatriotic and against the spirit of American freedom to allow our youth to be taught something (who knows what all) behind the closed doors of the parochial school.

(2). I favor a state-wide, mandatory compulsory school attendance law.

(3). A revision of the law which at present requires the County Superintendents of the State to make so many reports. It is right and proper that the public should know how their money is spent, but this information could be furnished the public, also the controlling officials of the State Department of Finance, with fewer reports.

This is my first term of office. During these two years our county has been handicapped in several ways. In the fall of 1917 we experienced the most disastrous storm that has ever visited this section of the state. It wrecked several of our school buildings, besides doing serious injury to other properties. The damage done to the standing timber and farm property reduced our property valuations in the county nearly a half million dollars. Following this was a county-wide epidemic of mumps and measles, which naturally interfered with the attendance and in several instances resulted in the temporary suspension of the schools. On top of this has been the leaving of our school boys for military training and the drafting of our male teachers into the service. However, we are glad to report that our work has held up and our outlook for another year is better.

Respectfully submitted,

J. D. SMITH, JR.,
County Superintendent.

SEMINOLE COUNTY.

Sanford, Fla., February 12, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

Find herewith submitted a brief report of the status of school affairs in Seminole County

NEW BUILDINGS AND REPAIRS.—Owing to the fact that the United States government has needed such enormous supplies of labor and materials in the prosecution of the great war, Seminole County has kept its repair and building accounts down to the minimum in most instances. There have, however, been minor repairs made on nearly every school building in the county—just sufficient to prevent deterioration.

One new building, located at Lake Monroe, is just now nearing completion. This building, when completed and furnished, will cost approximately \$12,000 and will be a memorial to the intelligence and public spirit of the trustees of this district, viz., Jas. A. Johnson, John W. Bell and Clark Pearson, through whose active campaign a bond issue of \$15,000 was carried by an overwhelming majority. A full report of this building will have to appear in the next issue of the Biennial Report.

HIGH SCHOOLS.—The principal high school of Seminole County, known as the County High School, is located in Sanford, the county seat. Dr. J. F. McKinnon, the supervising principal of this school, is now serving his second year in this capacity. Miss Agnes Edwards, building principal of this school, is serving her third year in the Sanford high school and has a most enviable record as teacher and principal. Another school doing high school work is the Oviedo school, with Mrs. Anita K. Crawford as principal. This school is offering a full senior high

school course, although no so classified, due to inadequate number of pupils. The Geneva school, under the principalship of Prof. J. M. Chaffer, has a class doing junior high school work. Chuluota school, of which Mrs. Estell Tribble is principal, also offers ninth-grade courses.

HOPPER ACADEMY.—Seminole County is proud of its negro high school, located at Sanford. Prof. J. N. Crooms is serving his sixth year as principal of this school and his work is regarded as among the very best of the State. Hopper Academy consists of ten well-appointed classrooms and a large auditorium. Improvements amounting to about five thousand dollars have been made in this building during the past two years.

ORANGE ACADEMY.—At Oviedo, Prof. S. E. Monroe is principal of the colored school known as Orange Academy. Under the able guidance of Prof. Monroe, this school has gained a reputation as being one of the very best rural colored schools in the State.

TEACHERS.—There are sixty-five teachers working in this county, receiving salaries varying from sixty to two hundred dollars per month, for white teachers, and from thirty-five to one hundred dollars per month for colored teachers. Many of these teachers hold diplomas from the leading colleges and normal institutions of the country, both south and north. We are stressing the advantages to our schools of employing full college graduates wherever possible, and hope some day to be able to boast of having a corps of teachers every one of whom holds a college diploma.

TERMS.—All of the white schools of Seminole County are for a period of eight months and colored schools for six months. This difference in favor of the white children is due to the fact that the colored children will not attend with any degree of regularity for a longer term than six months.

SPECIAL TAX DISTRICTS.—There are six special tax school districts in this county, District No. 6 having been

created in 1917, comprising the towns of Lake Monroe, Paola and Markham. The total assessed valuation of the property of these districts is a little less than four million dollars, returning a revenue for schools of about twenty thousand dollars per year, including millage for the two bond accounts of Districts Nos. 1 and 6.

TRANSPORTATION OF PUPILS.—During the past two years we have transported to the several schools an average of 250 pupils per day, expending during the two years \$9,887.00 for this purpose. This makes an average cost for transportation of slightly less than \$20 per pupil for the term of eight months, or about \$2.50 per month for each child transported.

RURAL SCHOOLS.—The country schools of this county are by no means neglected, and we boast of as efficient teachers for our out-of-town schools as for the city schools. The patrons of our country schools, and especially the local trustees, are progressive and have the education of their children at heart, which means that the pupils of these schools are keeping up with the State course of study just as well as the city pupils, regardless of the disadvantages of having several grades for each teacher.

PRESENT EXAMINATION SYSTEM.—It is a pleasure to express our appreciation of the superiority of the new system of teachers' examination over the previous system in this State. The work of the State Board of Examiners is highly commendable and we are securing far more efficient teachers under this system than under the old. The recognition of diplomas and certificates from creditable educational institutions of this and other States is a feature that has proven very advantageous to us in securing able teachers from many sections. Even with this assistance we have experienced considerable difficulty in getting sufficient teachers during the past year, due to the imperative call of the government for all

classes of labor, and especially for those of intellectual attainments.

FINANCES.—Seminole County has expended for all purposes along educational lines during the biennium ending June 30, 1918, a total of \$122,190.53, of which amount \$27,904.79 was furnished by special tax districts. This total does not include about \$90,000 furnished by the two bond issues. The school system now owes to banks \$26,521.22, of which indebtedness \$10,521.22 is owed by special tax districts. With the increase of revenue provided for in the recent ten-mill amendment it hoped that soon our debts will be liquidated.

COUNTY SCHOOL BOARD.—During the two years ending June 30, 1918, the Board of Public Instruction of this county has worked with intelligence and energy for the upbuilding of the school system, and their labors have by no means been in vain, as evidenced by the many improvements in buildings and equipment, and by the efficient corps of teachers now serving the schools of our county. One new member has been elected to the Board, viz: Hon. C. A. Dallas, of Altamonte Springs, who succeeded Hon. S. C. Dickson, resigned. Mr. Dallas has proven himself an able school man, and his efforts in the interests of his district as well as of the county as a whole, have been fruitful of far-reaching good. Hon. F. P. Forster, chairman of the board, has been in this office since the creation of the county, and his work for the schools is recognized by every citizen of the county. Nor has Hon. C. F. Harrison, member from Geneva, failed to appreciate the responsibilities and opportunities for good in his position, and be it said to his credit that he has been absent from only one meeting of this Board during the two years just closed.

With the prevailing harmony existing between the members of the County School Board, the trustees of the several Special tax School Districts, the patrons of the schools, the teachers, and the County Superintendent,

there is every reason to anticipate that the next two years will bring us better schools, better teachers, and a better educated Chirstian citizenry for Seminole County.

Respectfully submitted,

T. W. LAWTON,
Superintendent of Public Instruction for Seminole
County, Florida.

SUMTER COUNTY.

Bushnell, Fla., February 12, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Fla.

My Dear Sir:

In pursuance of your request I beg herewith to submit my report of the condition of the schools of Sumter County for the two years ending June 30th, 1918.

During this period some progress has been made, but not as marked as should have been, had it not been for some natural obstacles which came in the way.

NEW BUILDINGS AND REPAIRS.—During the period of the last two years we have not erected any substantial buildings owing to our war conditions.

We have been doing some repair and have rebuilt some rural school buildings at a cost of some three or four thousand dollars.

HIGH SCHOOLS.—We have at present five High Schools running in the county, viz: Oxford, Wildwood, Coleman, Bushnell, Webster and Center Hill. These schools are irregular, doing mostly junior. work. Two of these schools are trying to do senior work, but owing to the lack of properly qualified teachers they are not on the ac-

credited list. In addition to the regular high school work, we have a home economics school in connection with the Bushnell High School granted under the Smith-Hughes Act.

Recently we have erected a nice new modern building to take care of this work, at a cost of something like fifteen hundred dollars. They are now housed in their new home and are doing very good work.

TEACHERS AND SALARIES.—We have employed in the county on an average of fifty-five white teachers and fifteen colored teachers. It has been very difficult to secure teachers owing to the low salaries paid and the high salaries offered by the Government, but the Board saw fit to increase the salaries over the county as a whole last year. Owing to the above condition we have had to use as teachers in the schools young girls with no experience and in addition to that low grade certificates.

This does not satisfy us nor the people, but we had no way of helping ourselves. We have imported some teachers, but as a rule we have been able to meet our own demand.

It has been impossible for us to secure the number of colored teachers needed to run the negro schools as they should be.

I think this is due to two reasons, viz: The high price of colored labor and the failure of them to pass the examination.

Year after year we are making more demands of our teachers with regard to qualifications. We are not employing teachers except in extreme cases with certificates lower than second, and then we offer extra low salaries for their class of work.

SPECIAL TAX SCHOOL DISTRICTS.—There is not a foot of Sumter County that is not in a Special Tax School District. Every white school in the county is now receiving aid from the county. Every one of these school districts

are assessing the limit of the law for school purposes and wishing that they could do more.

SCHOOL FINANCES.—The school finances of Sumter County are in good shape and in fact in better shape than they have ever been in the history of the county. We paid all of our obligations for the last scholastic year and had the neat little sum of something like \$17,000.00 as a cash balance on hand belonging to all funds. Of this balance the General Fund had nearly \$6,000.00.

The County has a little debt in the shape of Time Warrants to the amount of \$19,750.00, which is paid off annually and is always promptly met.

BONDED DISTRICTS.—We have six bonded districts that have taken advantage of this privilege and have paid off building debt and have done a great deal of repair aside from the new buildings that have been erected. The county is indebted to this law for the good line of buildings that she now has. The prospect now is that Center Hill will bond in the near future for an up-to-date school building.

COMPULSORY EDUCATION.—The county has not yet taken up in a definite way the question of compulsory school attendance. While the sentiment of the people of the county is in favor of it, we feel that to put it in under the present law it would not give the result that the people are looking for. We are looking to the next Legislature to remedy all the defects in this law and make it effective without the necessity of voting on the question. However, if the Legislature does not take action in the matter we are going to try the present law and get all that is coming to us out of it.

TRANSPORTATION.—The most difficult problem that we have to deal with in the running of our schools is the question of transportation.

We have tried it from all angles and the more we try the more we are convinced that our efforts are a failure.

We have come to the conclusion that the only solution

of this problem is a better system of roads and more money paid for the safe delivery of the isolated children to the nearest graded school.

GENERAL.—I feel that the schools of Sumter County have made some advancement in the last two years, but not as noticeable as heretofore owing to the war conditions bringing on the high salary and inducing our teachers out, to take Government positions. Our county was wholly unprepared to meet the emergency and therefore had to do the next best thing.

The amendment allowing the School Boards of this State to assess ten mills for school purposes is, I think, a great step forward for the schools and in the end will result in great good.

I thank you very much for the privilege of handing you herewith this report.

Very respectfully submitted,

G. H. TOMPKINS,
Superintendent.

SUWANNEE COUNTY.

Hon. W. N. Sheats,

State Superintendent of Public Instruction.

Dear Sir:

Complying with your request, I hereby submit to you the following report:

NEW BUILDINGS.—We have done but very little building for the last two years. Prior to this time we tried to accommodate every school district with a good school building, therefore it has taken little work in the building line this period.

REPAIRS.—We have kept all school property in good repair for both white and colored people, spending about \$2,500 on the repair of the whites and about \$500 on the repair of the colored.

HIGH SCHOOLS.—Under the new law, we have only one high school. The Suwannee High School enrolls about 110 pupils. This shows an increase of about 20 per cent over the previous period.

TEACHERS.—We have had an oversupply of teachers up to the first part of 1918. War conditions have weakened our teaching force greatly, although our fall terms have not suffered much from the short supply of teachers on account of the epidemic of influenza. Some of our schools closed and have not opened since this first showed up, and some that were not open at that time have never been able to open if we had had teachers. The schools that were able to open have made only about a 50% average. Therefore being short of teachers has not hurt us much. The influenza has done our schools great harm. It will take us a long time to get to a normal state again.

SCHOOL DISTRICTS.—We have now 24 special tax school districts in this county, and it will only be a short time before we have more. The people are taking on to the plan of local tax more now than they have ever taken. The funds are generally used in making the term longer.

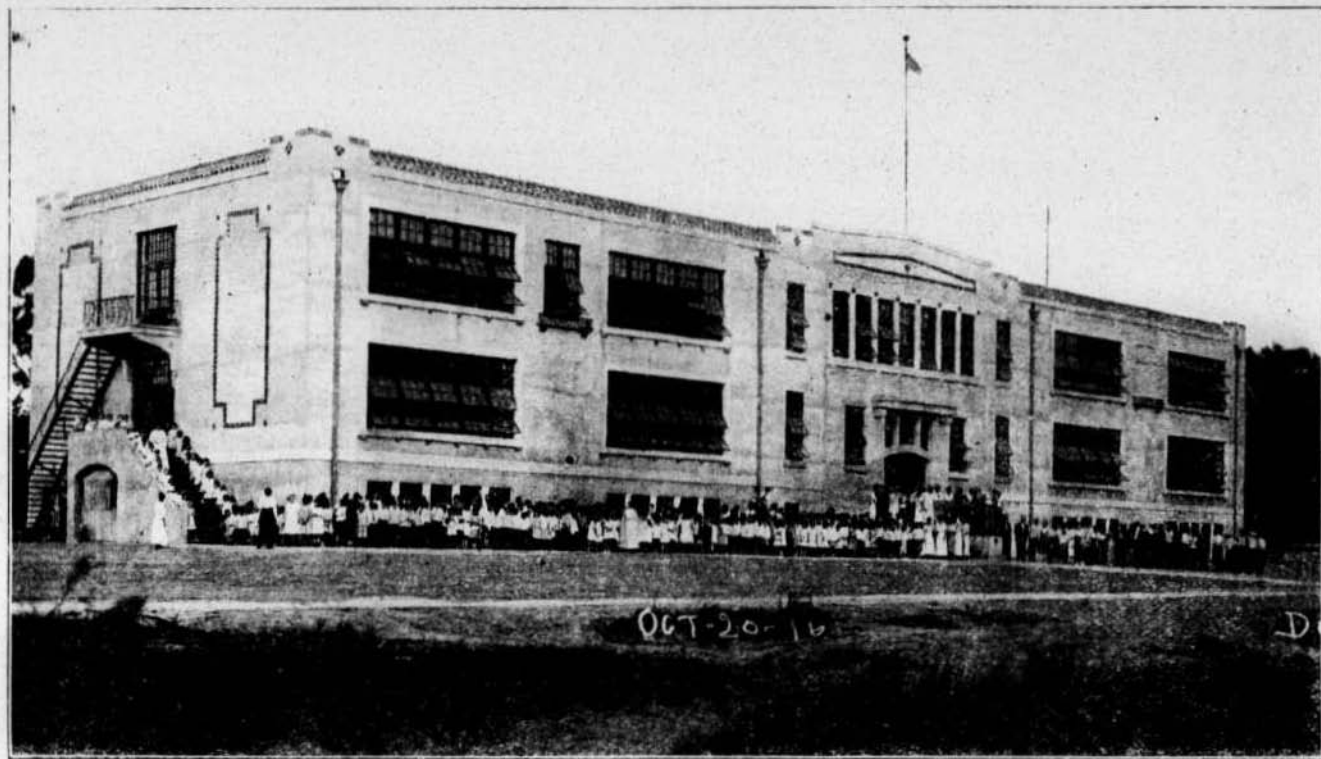
SCHOOL LIBRARIES.—The Board of this county has seen fit to place a good library in reach of every school pupil here. Some of these libraries have not been delivered yet, but every one that has received theirs is highly pleased and see the benefits derived therefrom. We will soon have every school nicely equipped with a good library.

CANNING AND PIG CLUBS.—We have quite a number of these clubs, and we are carrying in full effect to both boys and girls in the county. We also have introduced and added a domestic science teacher to our schools.

STATE COURSE OF STUDY.—We were glad to see the state course of study. In my opinion, this has been in great demand for several years. We, at least, needed this to make our work satisfactory.

Respectively submitted,

J. W. O'HARA,
County Superintendent.



Live Oak High School.

TAYLOR COUNTY.

Perry, Fla., Feb. 18, 1919.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:

In compliance with your request of 8th inst., I hand you below a brief report for the two years ending June 30, 1918:

NEW BUILDINGS.—Our building program for the two years has been comparatively small. We have expended for new buildings \$3,991.23. This was for additions to two one-room buildings, and the building of three two-room and five one-room buildings. We have restricted our building program as much as possible for the past two years on account of the high cost of labor and material.

REPAIR OF SCHOOL BUILDINGS.—We have spent for the repair of buildings only \$649.79. Our school buildings are all in fairly good condition, except that some of them need repainting. This we have delayed on the account of the extreme high cost of paint. In addition to the above, we have put heavy wire window guards on the windows and standard Yale locks on the doors of practically all of our rural school buildings so as to keep out intruders and protect our school property. This was a long-felt need, as, unfortunately, there is none too high a regard for public property in some of our communities.

HIGH SCHOOL.—We still have only one high school in the county with an enrollment last year of 35 in the high school grades. We had last year the enrollment and equipment for an intermediate High School, but were disqualified on account of one of our teachers failing to secure a certificate to cover the subjects she was teaching. We are trying hard this year to steer clear of the rock that wrecked us last year and hope to get classification

as Intermediate High School. We are constantly adding to our library and laboratory equipment, and feel that we are doing good work. We have a splendid corps of teachers this year.

TEACHERS.—Since our entry into the world war we have had a serious shortage of teachers. Up to that time we had practically enough teachers to fill our schools. Fortunately, however, a large majority of those we have had to import have proven satisfactory. The need of the professionally trained teacher is still very evident in our county.

SPECIAL TAX SCHOOL DISTRICTS.—We have now twenty-three Special Tax School Districts in the county, and the entire county is embraced in these. With the exception of three, all of these districts are in good condition financially and are using their money wisely to supply better equipment and extend the term of school.

UNIFORM TEXT BOOK LAW.—Unfortunately, perhaps, our county has not yet come under the Uniform Text Book Law. Our county contracts expired in 1915, but by special act of the Legislature we secured the right to extend our contracts until such time as a change in the State adoption should be made. As the change in the State adoption has not yet been made, we are still using the books of our county adoption. This worked no great hardship until the adoption of a state uniform course of study for rural schools. We would now welcome a change in the state adoption so that we could make a change.

SCHOOL FINANCES.—Our last annual report showed warrants for current expenses outstanding against the General School Fund to the amount of \$464.20, and time warrants for the erection of an annex to the County High School building to the amount of \$10,000, making a total of \$10,464.20. The total amount of outstanding warrants against the districts was \$1,983.39. The same report showed cash on hand to the credit of the General School Fund of \$3,471.10 and to the credit of district funds of \$6,319.60. We are gradually reducing our indebtedness

and hope under the ten-mill amendment to clean it up and stop interest.

BOYS' AND GIRLS' CLUB ACTIVITIES.—I am glad to say that we are growing along this line. Under the direction of a live Farm Demonstration Agent we have twenty Corn, Pig and Peanut Clubs with an aggregate membership of sixty-one boys. Thirty-six registered club pigs have been brought into the county and and I believe these club activities among the boys are doing more to stimulate better farming and live stock than all other agencies combined. Also we have a very efficient Home Demonstration Agent, who has eight Poultry Clubs with a membership of fifty-nine and fourteen Canning Clubs with a membership of eighty-four, making a total membership of one hundred forty-three girls. All of these clubs are organized in connection with the schools and are doing a great work.

COMPULSORY SCHOOL ATTENDANCE.—We have not yet attempted to vote compulsory school attendance in any part of the county. Just at the time when we seriously contemplated making the attempt the war came on and we concluded that the unsettled condition of things would operate against us. We would gladly welcome a statewide compulsory attendance law.

SCHOOL LIBRARIES.—Twenty-six of our forty-eight rural schools have good graded libraries. Others are buying them as they are able, three having put in libraries last June.

TEACHER TRAINING DEPARTMENT.—During each of the two years covered by this report we maintained a Teacher-Training Department in the County High School and, according to the opinion of the State High School Inspector, we had one of the best in the State. This year, however, owing to the fact that a great number of our young men had gone into military service, we abandoned the Teacher-Training Department and are pulling for

the regular High School Course. In fact, we doubt the wisdom of a Teacher-Training Department with the entrance requirements no higher than the completion of the eighth grade.

TRANSPORTATION OF PUPILS.—I am sorry to say that we have not yet been able to systematize our transportation of pupils and it is still giving trouble. During the two years for which report is made we expended \$1,368.25 and transported during the two years an aggregate of one hundred pupils. This high cost is offset by the fact that we have consolidated a few small schools, thus eliminating salaries of teachers. It is justified by the fact that some sections are sparsely settled and the only chance to offer educational opportunities to children in such communities is by means of transportation.

FREE TEXT BOOKS.—We still have a county system of free text books as reported two years ago, and on the whole, it is working very satisfactory. There is an element of waste in it that seems to be hard to eliminate, but this does not offset the advantages of the system.

PROGRESS.—We feel that the past two years have shown some progress. The public in general seem to feel a greater interest in educational affairs; the School Board has finally agreed to furnish clerical help in the County Superintendent's office so that he may give more time to field work; we have added much to our equipment; and I believe that our teaching force is improving from year to year.

Respectfully submitted,

F. S. JACKSON,
County Superintendent.

VOLUSIA COUNTY.

DeLand, Fla., Feb. 18, 1919.

Hon. W. N. Sheats,

State Superintendent Public Instruction,
Tallahassee, Fla.

My Dear Sir:

In compliance with your request, I submit here below report of the education activities in this county from June 30, 1916, to June 30, 1918.

NEW BUILDINGS.—New buildings, additional grounds and furnishings have been provided for white schools as follows:

	Lots		Buildings		Furnishings	
	Dist. Fund	Gen. Fund	Dist. Fund	Gen. Fund	Dist. Fund	Gen. Fund
Daytona	\$28,105	\$...	\$ 55,935	\$	\$ 3,839	\$1,078
New Smyrna....	13,000	....	40,803	315	4,196	504
DeLand	2,981	....	72,596	.....	777	4,315
Seabreeze	8,008	....	54,055	.....	2,372	366
Lake Helen	470	277	13,170	339	1,322	40
Holly Hill.....	.....	.....	8,466	1,566	72	583
Enterprise .....	.....	.....	.....	4,602	52	363
Totals.....	\$52,564	\$277	\$245,025	\$6,911	\$12,630	\$7,249

COLORED SCHOOLS.

	Lots		Buildings		Furnishings	
	Dist. Fund	Gen. Fund	Dist. Fund	Gen. Fund	Dist. Fund	Gen. Fund
Lake Helen.....	\$.....	\$400	\$.....	\$3,271	\$.....	\$ 80
Daytona		803	18,000	.....	.....	122
Seville				843	.....	.....
Pt. Orange		145	.....	818	.....	.....
Totals.....	\$.....	\$1348	\$ 18,000	\$4,932	\$.....	\$ 212

GRAND TOTALS FOR NEW BUILDINGS, ETC.

	Dist. Funds	Gen. Fund
Lots	\$ 52,564.00	\$ 1,625.00
New buildings.....	263,025.00	11,843.00
Furnishings	12,630.00	7,461.00

In addition to the above-mentioned building operations, every school building has been kept in good repair. Total cost of repairs for two years amounted to \$4,858.

GROUNDS AND OUTBUILDINGS.—For the most part our school grounds are kept clean and attractive. This is due chiefly to the work of teachers, pupils, school clubs and interested citizens. Very nearly every school is provided with a good fence around the grounds and with shade trees. Walks have been built for many schools, while by subscriptions and local activities a number of our consolidated schools have been provided playground equipment, etc. In all schools large enough to justify the investment, and for which regular sewer system are impossible, the board has provided Kaustine Chemical Tank systems for toilet service. This system has proven thoroughly successful at a very nominal cost. For the smaller schools toilets have been built according to specifications of the State Board of Health, which calls for fly-proof construction.

HIGH SCHOOLS.—Four senior and three junior high schools have been operated for two years. These have made marked improvement in attendance and general interest of the community over conditions as of two years previous. This increased interest and enthusiasm is probably due to the new and up-to-date building and equipment furnished and the installation of new departments as well as the employment of additional well-trained teachers.

HIGH SCHOOL STATISTICS (Including Grades).

Place—	Enrollment		Teachers Employed		Salaries Paid	
	16-17	17-18	16-17	17-18	16-17	17-18
Daytona	634	730	29	29	\$18,586	\$19,677
DeLand	465	509	17	21	11,828	14,667
New Smyrna	272	397	13	16	8,828	10,361
Seabreeze	250	300	13	14	8,396	9,209

JUNIOR HIGH SCHOOLS.

Pierson	77	61	4	4	\$ 2,200	\$ 2,240
Seville	83	77	3	4	1,760	2,240
Enterprise	94	71	4	3	2,240	1,792
Lake Helen.....	111	99	4	4	2,160	2,306

GRAMMAR SCHOOLS.

Barberville	33	43	2	2	\$ 1,160	\$ 1,160
McGlenn	27	19	1	1	480	480
Pt. Orange	80	93	3	3	1,760	1,760
Oak Hill.....	70	93	2	3	1,147	1,783
Spruce Creek	27	28	1	1	300	360
Orange City.....	42	42	2	2	1,120	1,120
Center Hill.....	23	21	1	1	390	360
Osteen	50	53	2	2	990	1,280
Glencoe	34	33	1	1	560	438
Tomoka	12	9	1	1	360	360
Volusia	14	10	1	1	560	438
Ormond	103	97	4	4	2,260	2,360
Emporia	19	22	1	1	360	480
Briggsville	22	17	1	1	440	480
Holly Hill.....	83	83	4	4	1,880	2,186
Clifton	8	10	1	1	360	360
DeLeon	45	57	2	2	1,120	1,160
Glenwood	25	24	1	1	480	490
Turnbull Bay.....	24	21	1	1	360	360
Blake	25	24	1	1	480	480
Ariel	25	18	1	1	360	480
Maytown	21	16	1	1	300	360

HIGH SCHOOL STATISTICS (Including Grades). (Continued.)

COLORED SCHOOLS.

DeLeon	29	39	1	1	\$ 210	\$ 210
Lake Helen.....	87	111	4	4	330	1,320
Daytona	452	398	10	10	2,761	3,370
Enterprise	17	22	1	1	140	140
Garfield	26	30	1	1	140	140
DeLand	324	303	7	7	2,320	2,320
Orange City	43	65	3	3	647	690
Seville	38	39	1	1	210	210
Glenwood	46	38	1	1	210	140
Ormond	112	103	4	4	972	920
Stetson	37	20	1	1	280	210
Pt. Orange.....	31	32	1	1	210	210
Osteen	26	20	1	1	140	140
New Smyrna	166	167	5	6	1,249	1,083
New Tomoka	32	15	1	1	140	140
Volusia	33	20	1	1	175	140
Oak Hill.....	..	24	..	..	....	210

COMPARATIVE STATEMENT OF SCHOOLS MAINTAINED.

WHITE.

	No. Schools	Enrollment	No. Teachers	Salaries
1916.....	37	2,464	118	\$79,718
1917.....	30	2,798	122	72,477
1918.....	30	3,077	132	81,109

COLORED.

	No. Schools	Enrollment	No. Teachers	Salaries
1916.....	18	1,177	30	\$ 5,797
1917.....	16	1,499	43	10,134
1918.....	17	1,446	45	11,593

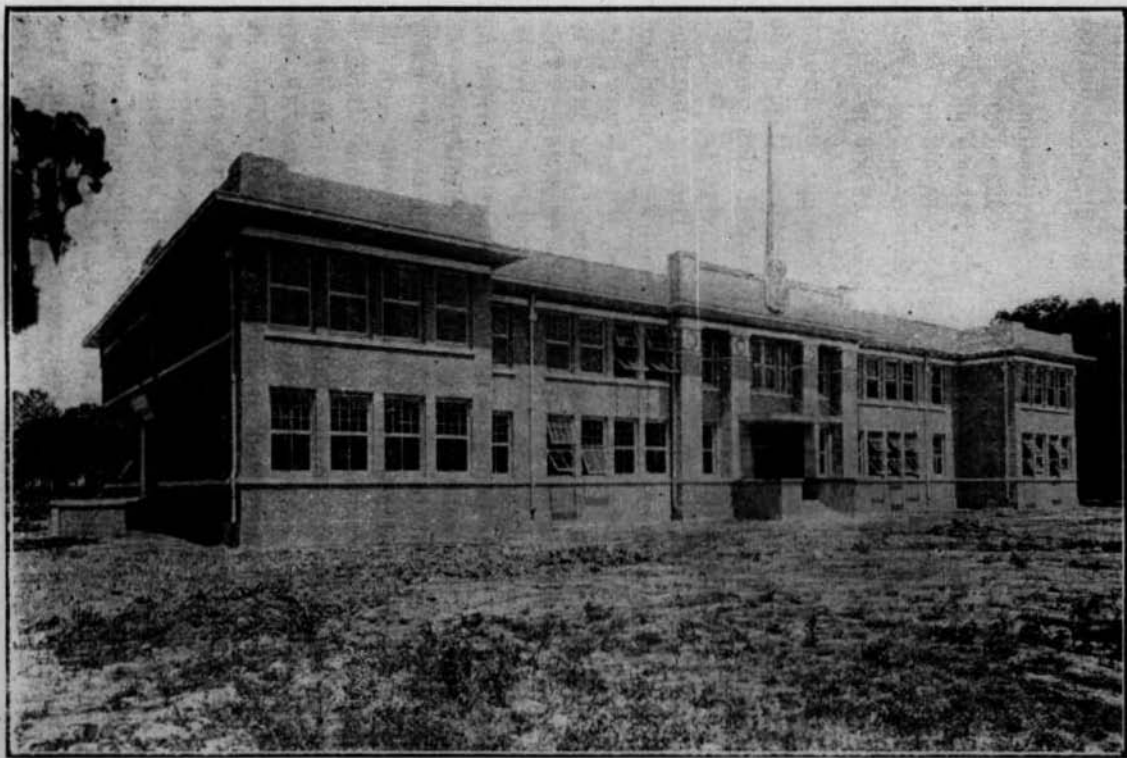
COUNTY FINANCES.—During the school year 1915-16 covered in the last Biennial Report the total income for the support of the schools of the county, including balances brought from the previous year and receipts for Special Tax School Districts, bonds, etc., was \$135,116.68. Of this amount \$108,194.90 was expended for school maintenance.

During the school year 1916-17 the total income for the support of the schools of the county, including balances brought forward from the previous year, Special Tax School District accounts, sale of bonds, and collections for payment of bonds and interest was \$513,085.55. Of this amount \$465,819.57 was expended for the erection of buildings, purchase of equipment, grounds, etc., and general school maintenance, leaving a cash balance at the close of the year of \$45,256.97 in all funds.

During the school years 1917-18 the total income for the support of the schools of the county, including receipts from tax collections, sales of bonds, collections for payment of bonds and interests and the amounts brought over from the previous year was \$256,722.91. Of this amount, \$215,206.71 was expended for buildings, grounds, equipment and general school maintenance, leaving a cash balance at the close of the year of \$41,516.20, all funds.

The balances shown at the close of each year consist chiefly of interest and sinking fund accounts, and Special Tax School District money. The General School Fund balances are usually small. This fund is ordinarily found inadequate to meet the numerous demands upon it. It is hoped, however, that the school year, commencing July 1, 1919, will provide more funds for this account, making possible a decided increase in average salaries for teachers, length of term, etc.

SPECIAL TAX SCHOOL DISTRICTS.—There are twenty-three Special Tax School Districts in which are located twenty-five out of our thirty-two white schools and thirteen out of our seventeen colored schools. All districts levied the



New Smyrna Public School, New Smyrna, Fla.

maximum three-mill district tax, and six of this number issued bonds for buildings and equipment as indicated below:

Daytona	\$110,000.00
Seabreeze	62,000.00
Lake Helen	15,000.00
New Smyrna	40,000.00
DeLand	60,000.00
Holly Hill	8,000.00

The bond sales, all of which brought handsome premiums, except on small issue, have made it possible for the districts mentioned to be provided with modern brick buildings fully equipped in every respect.

CONSOLIDATION AND TRANSPORTATION.—During the time for which this report is made eight one-teacher rural and village schools have been consolidated with larger district schools. In cases where the distance is too great to be walked by pupils, transportation is furnished. This means of conveyance is furnished chiefly by contract, automobile buses being used, the contractor furnishing everything. In communities where the number of children are too small to justify a contract, the board usually grants individual allowances, and the patrons' club, together to employ one person to furnish team which is driven by a pupil. During 1916-17 the board transported 106 pupils at a cost of \$3,500, while during 1917-18, 119 pupils were transported at a cost of \$7,000. This increase was due to increased cost of facilities, and also to the fact that during this year all work above the Eighth Grade was positively forbidden in all schools except those provided with high school teachers and equipment, and the pupils from such schools transported by automobile bus to the nearest regular high school. The cost of transportation may seem exceedingly high, yet when we consider the time saved to the lower grades in the smaller schools, and the time and advantages gained

by high school pupils transported to high schools, we must admit that the gain is worth the price.

The County Board now owns one one-ton Ford school bus, fully equipped for pupil transportation. This bus is now transporting twenty-two pupils, serving two schools, traveling a distance of thirty-five miles each day. The initial cost was less than \$900, and it is costing about \$4.00 per day, including salary of driver to maintain and operate the same. Thus you see that to provide twenty-two children who would otherwise never attend high school with high school facilities for 160 days the board will have at the close of the year expended \$1,640, and will have a good bus on hand for service in future years. This experiment is proving so eminently satisfactory, it is now the plan to purchase a half dozen such buses for the next school year.

TEACHERS.—During the years covered by this report we experienced very little trouble in securing the services of well-trained teachers. However, since that time we have experienced more trouble than ever before to secure the services of any kind of teachers. The scarcity is no doubt due to the attractive salaries offered in other lines of work over what it has been possible to pay teachers. Certainly the State can not expect teachers to continue in the profession at salaries which will average at least \$300 per year less than is paid the average street sweeper.

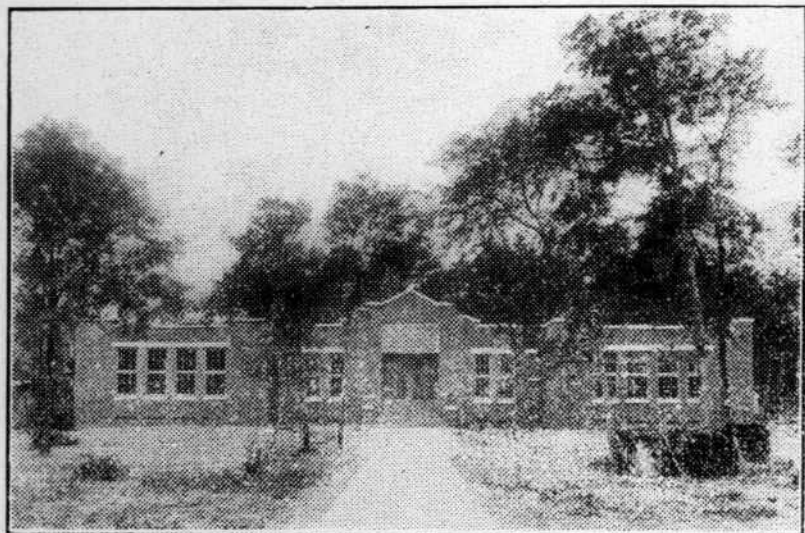
TEN-MILL AMENDMENT.—It is sincerely hoped, however, that with the possible increase in school revenues as a result of the adoption of the Ten-Mill Amendment teachers may be paid sufficient salaries to induce those who are prepared for the work to remain in the profession. I also trust that as time goes by we may also find ourselves able to extend our present eight months' term to nine, or even more.

TEACHERS' INSTITUTES.—We have been very successful in conducting monthly teachers' institutes. This was done

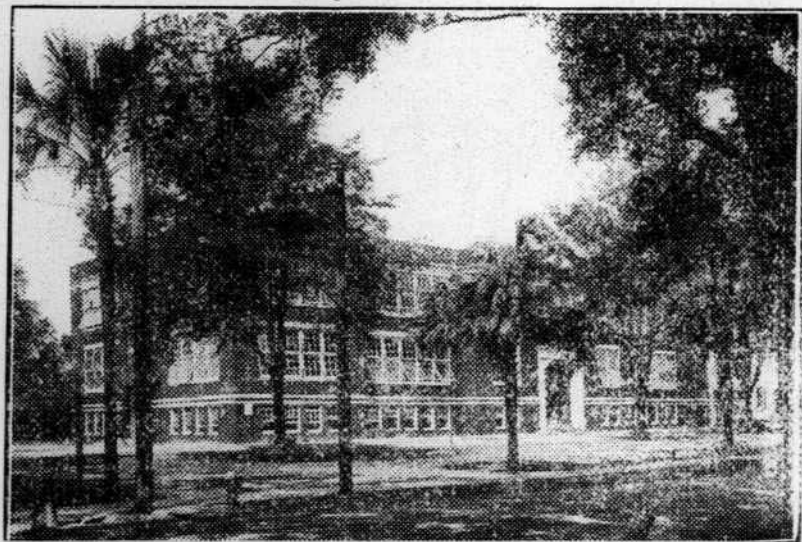
through the organization of an East Coast Teachers' Association and a similar one for the west side of the country. These organizations held meetings on one Saturday in each month, all teachers in the respective districts required to attend, for which they were allowed \$1.00 per day for expenses. These associations were officered by election from the membership, programs made up likewise, and as a result the teachers felt and demonstrated a real interest in the meetings. Much good work was accomplished and improvements in the county system were put into effect.

COURSE OF STUDY.—Little may be said of the curriculum, except that we are indeed pleased to have at least a State Uniform Course of Study for all grades. As to the merits and demerits of same, I shall leave to some other to discuss. I might say however, that we are following that course very carefully, and as a result we no doubt will more easily discover its demerits and merits than would be possible otherwise. It is my belief that more stress must in the future be placed upon the fundamentals.

VOCATIONAL WORK.—All city schools of the county are provided with departments of Home Economics, Manual Training, Music and Art, and in connection with the Daytona High School, we have operated for two years a very successful Commercial School, and a Teacher-Training Department. The Commercial School runs for ten months in the year, accepting pupils enrolled for regular High School work or those who enter only for commercial work. Our Teacher-Training Department turned out a half-dozen really successful teachers during the 1917-18 year. These teachers were all High School graduates, and did very creditable work in the rural schools. While on account of a shortage of finances during this year, this department has been abolished, it is my hope that it may be reinstated next year.



Holly Hill Grammar School. Erected 1917. Cost, Complete and Furnished, \$10,000.



DeLand High School. Erected 1917. Cost, Complete and Furnished, \$77,000.

CLUB WORK—Under the efficient management of Mrs. W. A. Steed, Mr. R. E. Lenfest, and Victoria Booker (colored); the work of Corn Clubs, Tomato Clubs, and other club activities are making marked progress. Our canning club agent, Mrs. W. A. Steed, has been doing some great work among the girls and women of the County, while Victoria Booker, our agent for colored children, has been doing wonderful work among the colored boys and girls. This work in addition to gardening also includes training which will prove very helpful in the home. The agent for colored children is paid on a co-operative basis by the County Board, the Slater Fund, and the Agricultural Department. Mr. R. E. Lenfest, County Demonstrator, has charge of the farm activities of the boys, and while Corn Club work seems to be declining the work of the pig clubs, chicken clubs, etc., are coming to the front.

COMMUNITY ACTIVITIES.—In many sections of the County the school and community activities are producing wonderful results. Through the work of Parent-Teacher Clubs, School Improvement Clubs, Mothers Clubs, etc., the community and the schools have been drawn closer together than ever before, and with the development of this condition, we find less trouble in the government of these schools and better attendance. Receipts from school and community entertainments, box suppers, and contests given under the auspices of the school and the school club, have made it possible to purchase many necessary items of equipment and furniture, including pianos for two schools, graphaphones for two, wall pictures, play-ground equipment and many valuable volumes for the school library. One school of two teachers recently realized \$80.00 from an evening entertainment of this nature. It is perhaps well that I should state that every white school of the county and most all the colored schools are equipped with patent desks, teachers desks, maps, charts, globes, and other equipment, and

every school situated within a Special Tax District has a graded library, the value of the smallest of these being \$100.00. Every school is provided with flag pole and flag, which we required raised on each and every fair day. Much of this equipment was furnished by the Special Tax School Districts, the County Board assisting in many instances.

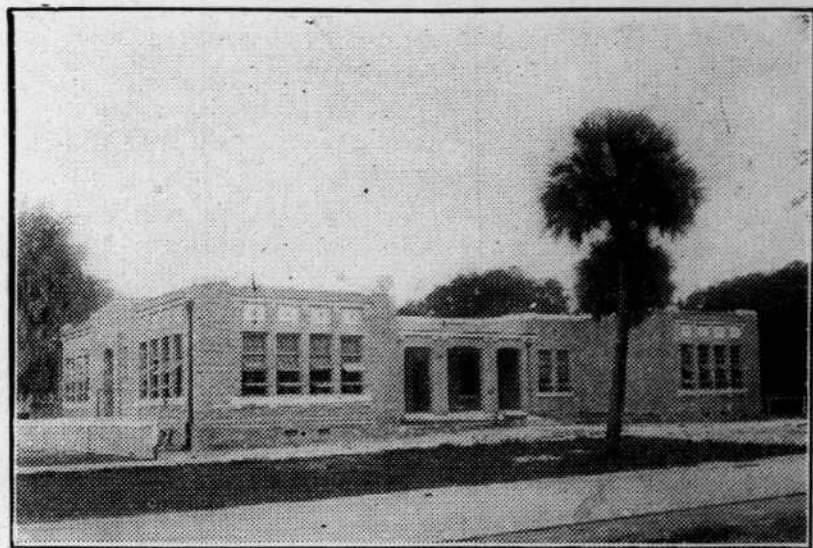
PUBLIC INTEREST AND SCHOOL GROWTH.—Six years ago it was hard to convince district school officers, to say the least of the public, of the necessity of adequate equipment for the school, especially that which would involve the expenditure of funds to provide. We are pleased to report that the public knowledge of the requisites of good schools has been so much corrected and the general interest in education so much increased that now district school officers and patrons are taking the initiative in improving every condition which is not in keeping with a live, progressive school and entirely harmonious with the purposes of the school. Our people are eager to learn of school conditions, school needs, and are ready and willing at all times to provide at their own expense privately, or through taxation, these necessities which will keep the school plant on a profitable yielding basis. I have learned that the best way to provide adequate school facilities is to let the people know of the needs and the importance of providing the same. I have found but few slackers. It seems to me that the school leader who has for years charged his failure to do these things to the "disinterested public" should change his plea, for it is a fact that the public is willing to go the limit for the children.

SUGGESTED LEGISLATION.—Compulsory School Attendance: Since fourteen Special Tax School Districts in this county have for several months now enforced the local option Compulsory School Attendance Law, I am more convinced than ever that a State-wide law, requiring regular attendance for the full term each and every school is

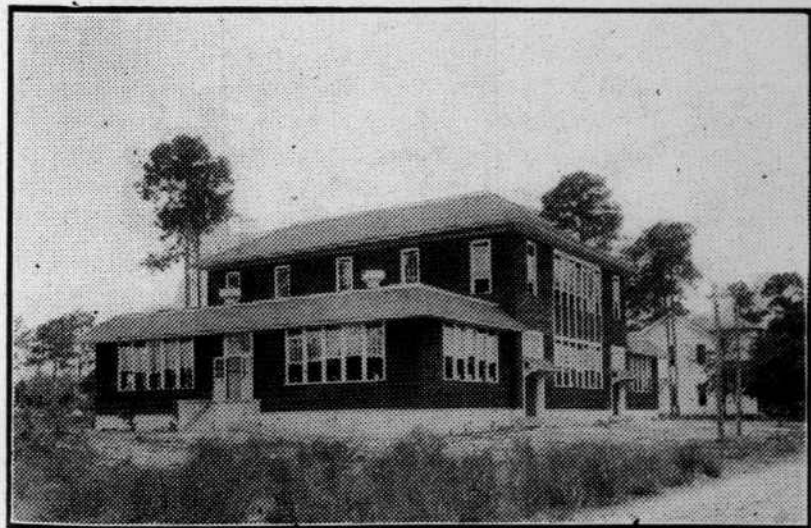
operated, by all youths between the ages of seven and sixteen years, should be enacted by the Legislature, and enforced. Such a law should, of course, carry the necessary exemptions in order that hardship and injustice may not be imposed upon any one. The enforcement of the present law has produced some splendid results among children of the compulsory age. We are so gratified with the results of this very lenient law that this county will appeal to the next Legislature to pass a County Compulsory Attendance Law at its next session, requiring regular attendance for the full time the school is operated by all youths between the ages of seven and sixteen years, providing, of course, for reasonable and lenient exemptions. Let us hope that all school leaders of Florida will stand firmly together in the fight for a State-wide Compulsory Attendance Law until our purpose has been accomplished and there is written upon our statutes a law which will reflect to the credit of the State.

NORMAL SCHOOLS.—We look with pride upon our State schools, yet the normal departments of these schools finish a sufficient number of teachers each year to supply this county and possible one or two other small counties. I would strongly advocate the establishment of a State normal school on the lower East Coast, one on the Middle West Coast, and a State School for training vocational teachers, co-education for Florida University, and a more liberal appropriation for the counties which are equipped for operating teacher-training departments.

SUPERVISION BY STATE AND COUNTY.—It seems to me that Florida should make sufficient appropriations to secure Federal aid for the establishment of at least one vocational school in each county under the Smith-Hughes Act, the State appropriation including salary and expenses for expert supervision under the direction of the State Superintendent. Too much stress can not be placed upon rural education. Let us ask for legislation making



South Ward School, Daytona. Erected 1916-17. Cost, Complete and Furnished, \$28,000.



Daytona Colored Grammar School. Erected 1916-17. Cost, Complete, \$18,000.

possible one rural school inspector for each congressional district, with adequate salary and expenses.

STATE SUPERINTENDENT.—The writer has been in office nearly seven years, during which time the State Superintendent has never visited a school in the county. This is not his fault. During this time, the writer has many times visited the State Superintendent's office, and without exception, each time found that Chief Executive down in the grind of office routine, doing the work of an office clerk. Is it not possible for the great State of Florida to provide the head of the educational activities of this great commonwealth with sufficient office force that he may devote his life and talents to the development of the educational system in Florida.

TEXT BOOKS.—Inasmuch as the good people of Florida have responded so nobly to every call for money in support of the Government in the execution of the war, it seems to me that the Legislature should be asked to postpone any change in text books for at least two years. I admit that some books now in use are very poor, yet a greater damage in my mind would be sustained by the people through a financial loss by a change at this time than would be sustained through the school by a continuation of the use of all these books for another two years. Let us do what we can to save the people of Florida every possible dollar during reconstruction.

TEXT BOOK SUPPLIES.—During the last year we have experienced a great deal of trouble in securing text books for our children. This perhaps was due chiefly to a shortage of paper and labor. This county was forced during the present year to appeal to the State Superintendent for relief in this regard, which came very promptly as a result of action taken by him in this matter.

THE OUTLOOK FOR THE FUTURE.—In concluding this report, permit me to commend and to thank the good peo-

ple of Volusia County and Florida who have made educational progress possible. Our future in this section is exceedingly bright. The now much interested public is becoming more so every day. The educational leader who can not or will not do things must soon retire to give place to one who can and will. This we feel is a result of our efforts to work as a leader and co-operator among the people rather than a dictator. We are trying harder than ever before to cause the taxpayer, the father and mother, the teacher and the district school official to realize the responsibility of educating the youth of today. Hence there are good reasons why Volusia County and her good people should look to the near future for further great improvements in the educational system.

Respectfully submitted,

C. M. R. SHEPPARD,
County Superintendent.

WAKULLA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your recent request for a report of the general progress of the schools of Wakulla County for the past two years, I submit the following:

BUILDINGS AND REPAIRS.—We have erected only two school buildings during the last two years, one for the white at a cost of \$348.85, and one for the colored youth at a cost of \$197.43. These were paid for out of the general school fund. Some additional aid was given by the patrons in the way of labor and the donation of the school sites. We deferred building the other houses con-

templated in our last report on account of the unusual conditions brought about by the war. The school buildings are kept in a good state of repair and have been made attractive and comfortable. Nearly all of the buildings are ceiled and painted and are equipped with suitable furniture and hyloplate black boards along with other equipment.

TEACHERS.—Teachers have been scarce, but we have been able to open our schools on time and have succeeded in securing an efficient force of teachers. Nearly all of those employed attend summer or spring normals during their vacation, better fitting them for their profession. Men teachers are very hard to find at any price. It seems like the teaching profession has ceased to be attractive to some of our most promising young men. This is due in part to the small salaries paid.

FINANCES.—For the first time in several years the school funds are ahead. There was a net cash balance on hand July 1, 1918, amounting to \$4,989.91. Of this amount \$2,096.50 belonged to the sub-district fund.

SPECIAL TAX SCHOOL DISTRICTS.—There are now seven Special Tax School Districts in this county which embrace practically the whole county. There are from one to five schools in each district. The elections are held every two years at the same time which is less expensive and less trouble. All of the districts except one levy the maximum millage. With the aid of these districts we are able to lengthen our terms and supplement the teachers' salaries. I don't see how we could have gotten along without them.

TEACHERS' ASSOCIATION.—We have a County Teachers' Association which has been holding regular meetings for six months in the year for the past several years. I find that this helps to keep up the interest in school work and makes the work more uniform in the county.

SCHOOL LIBRARIES.—We have libraries in all of the largest schools of the county which are added to by pri-

vate and sub-district funds. We hope to have libraries in all the schools in the near future. I can see good results arising from those we have as not only the children but the parents read the books.

COMPULSORY SCHOOL ATTENDANCE LAW.—The Compulsory School Attendance Law has not been voted on in this county yet, but we are planning to hold an election this spring. While it seems like an unnecessary burden imposed upon us to put this through, nevertheless it is quite necessary as we cannot hope to get the best results until we have some way of securing better attendance. I favor a State-wide law and don't see why it should not be passed as there is no question about it benefitting our schools more than anything else at this time. In the great war which has just closed it has been proven that education counts and the masses need it. It is our most valuable asset in peace or war.

UNIFORM TEXT BOOKS AND STATE COURSE OF STUDY.—We are still pleased with the uniformity of text books. The people have fallen into line and the hardships, so claimed, are over. I do not favor making many changes, if any, in the present adoption. The State Course of Study will no doubt be one of the best things that has happened for our schools as soon as it is thoroughly understood and used. This is something that has been needed for years and we are glad to see it in use.

TEACHERS' EXAMINATIONS.—I favored the present system of examining teachers for I thought we needed a change. Although the present plan has not been thoroughly tested, yet I believe that we are getting better results and I would not favor making any changes at this time in the present system of examining teachers.

BRIGHT FUTURE AHEAD.—With more school funds in sight than ever before, with bright prospects of a compulsory attendance law, greater interest on every hand in educational affairs, I see no reason why our schools

should not be placed on a higher standard and be able to secure better results than we have ever had before.

Respectfully submitted,

C. K. ALLEN,
County Superintendent.

WALTON COUNTY.

DeFuniak Springs, Fla., Feb. 15, 1919.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Dear Sir:

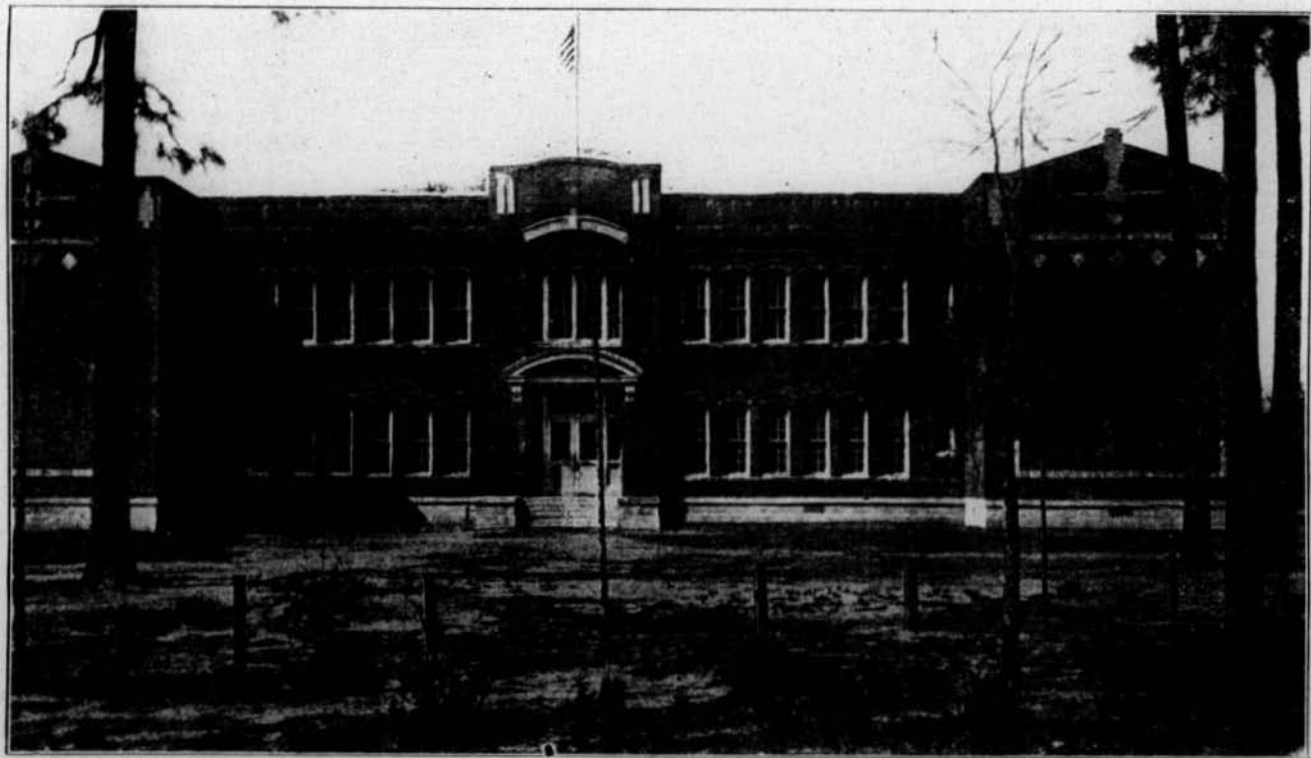
I have the honor to submit to you the following brief report of the school and school work in Walton County for the two years ending June 30th, 1918.

NEW BUILDINGS.—During the last two years there has been four new frame buildings constructed in rural districts at a cost of \$4,458.66, with repairs to others at an additional cost of \$736.57. The new buildings are fairly well constructed, attention having been paid to light and ventilation. No new construction nor repairs for colored schools.

HIGH SCHOOLS.—We have one Senior High School, the Walton County High School, which is on the accredited list of Southern Association of Colleges and Universities. The enrollment at the present is 465. The enrollment has increased in the High School Department from 51 in 1916 to 111 in 1918.

We employ 17 teachers including Home Economics and Music teacher.

TEACHERS.—The supply of trained teachers is limited. As a whole our teachers are doing good work, many of



Walton County High School, DeFuniak Springs.

them Walton County boys and girls. We have had to use some teachers who do not measure up to the high standards required of those who succeed in the profession, but most satisfactory results have been obtained within the last year. We have induced some of our very best teachers to go into the rural schools. I find that most teachers would rather work in town where living expenses are almost prohibitive for a nominal salary, than to go to the country where they could really save money.

I think we pay equally as well as any county in this section of the State. The average salary for teachers for the past two years being, for white teachers, male, \$56.11; female, 47.94; negroes, male, \$29.74; female, \$24.70. The minimum for white teachers being \$40.00 at the present, the maximum \$187.50.

Several of our teachers attend the State Summer Schools each year.

We fill about 108 positions each year and our teacher problem is a big one.

The present outlook for a sufficient number of certificated teachers is not very encouraging.

SPECIAL TAX SCHOOL DISTRICTS.—We now have twenty Special Tax School Districts embracing about two-thirds of the county with thirty schools. All the districts levy a three mill tax, this money being used for supplementing salary of teachers, for incidentals etc.

SCHOOL SANITATION.—We have been successful in having a number of schools provided with screened outbuilding, to meet the State requirements under Chapter 6836, Laws of 1915. The work is being continued and we will probably have all buildings equipped by the end of this year.

UNIFORM TEXT BOOK LAWS.—The uniform Text Book Law is giving general satisfaction. The book stores are generally well supplied.

After a thorough canvass of practically all the teachers in this county for the past two years I find that about seventy-five per cent favor a change in the Arithmetics and Grammars.

SCHOOL FINANCES.—January 1st, 1917, found the General School Fund \$29,247.87 in debt. We issued Funding Time Warrants and are paying \$2,000.00 principal each year to redeem these warrants, this enabling us to run all our schools. We have been able to keep safely within our budget and expect to ask for an increase in the millage in order to lengthen the terms next year.

SPECIAL TAX SCHOOL DISTRICTS.—All Special Tax School Districts are in good shape financially with two exceptions, Santa Rosa No. 16, and Darlington No. 5. Darlington will be out of debt this year.

VOCATIONAL WORK.—We have only one school equipped for doing any vocational work, The Walton County High School has all modern and up-to-date equipment for Home Economics. We expect to add a Commercial Course next year and possibly manual training. We have about 25 students taking Home Economics Course at the present.

CANNING, CORN AND OTHER STUDENTS CLUBS.—We believe that a great deal of good has been accomplished through the organized efforts of boys and girls and have given encouragement to those having in charge the organization and direction of this work. The Canning Club Agent has prosecuted her work zealously along lines approved by school officials and teachers. Miss Jeanne Chappelle and Miss Grace Kent deserve special mention for their earnest efforts. Mr. Webb, Farm Demonstration Agent, judging by the increased interest manifested by farmers as well as the youngsters in modern scientific farming have been doing some splendid work themselves. Increasing the food supply and conservation have been successful throughout the war, and in a great degree through the organizations created by these workers. Our exhibit this year, including most every thing that can be

produced and canned and preserved, along with the fine exhibit of thorough-bred hogs, is another evidence that we are willing to be taught.

COMPULSORY SCHOOL ATTENDANCE.—Compulsory school attendance prevails in Special Tax School District No. 1, which includes the Walton High School, also one colored school. We find that the law is very easy to evade by those desiring to do so. We have another district that will soon adopt it. But this law needs changing. We need a State-wide Mandatory Compulsory Attendance Law, including those of 7 to 15 years. Walton County, if given an opportunity, would adopt this kind of a law today. I have talked to a great many and the sentiment for such a law is very favorable. Let's go after it and get it the next Legislature.

TRANSPORTATION OF PUPILS.—We have been transporting pupils from Argyle and Freeport to the high school. Also across the bay we have transported the pupils from Central and Draper Schools to Santa Rosa,—about 35 pupils altogether at a cost of about 27 cents each per day. We have discontinued the transportation from Freeport on account of the cost. We approve of the system where conditions and circumstances will warrant it.

FREE TEXT BOOKS.—We do not favor universal free text books, while we furnish free books in special cases. From a sanitary point alone, I would certainly oppose it.

PROGRESS AND RETROGRESSION.—On account of Walton County being cut off on the West in the formation of Okaloosa County and being added to on the South from Washington County in 1915, it is impossible to give any accurate statistics showing the progress of the county for any great length of time.

Our splendid school buildings being erected to replace the old ones and the interest being manifested by the local school officials and patrons, the new special tax districts being created, enabling some schools to run ten months if they so desire, compulsory school attendance

prevailing in some districts and the increasing sentiment in favor of county and State-wide compulsory attendance and our high school meeting State requirements and living up to it, the adoption of the ten-mill amendment will indicate that we are on the road to progress.

COMPARATIVELY EFFICIENCY OF RURAL AND TOWN SCHOOLS.—The rural schools do compare favorable in efficiency with the city schools where equal advantages are given. Their efficiency is equal to the city schools, but they do not have equal opportunities. I have a letter from Mr. W. T. Tiller, principal of the Walton High School. He states: "At least 75 per cent of the pupils from the rural schools are doing very satisfactory work in all subjects, and their monthly grades are equal to those who have come up through the grades in the city schools."

NEW LAWS RECOMMENDED.—I favor a State-wide Mandatory Compulsory School Law being enacted by next Legislature.

I favor removing the three-mill limit for special tax districts and leaving it so that the district can vote as many as it wants.

That special tax districts be re-established every four years instead of two as at the present.

Yours very respectfully,

J. J. KENNEDY,
County Superintendent.

WASHINGTON COUNTY.

Hon. W. N. Sheats,
Tallahassee, Florida.

Dear Sir:

I have the honor to submit herewith my report for the two years ending June 30, 1918. Owing to the press of

time, I have been compelled to make this report very brief.

NEW SCHOOL BUILDINGS.—During the past year we have erected one one-room building in one of our rural districts, at a cost of about \$400.00. We have also erected a house for a small negro school at a cost of about \$100.00. We have at this time (July, 1918), under construction; three three-room buildings, which, when completed, will cost approximately \$1,000.00 each. The cost of these buildings is paid from the General School Fund. Owing to the scarcity and high cost of labor and material, we have been unable to extend our building project as we had planned. We hope to accomplish much in this line within the next two years.

REPAIRS TO BUILDINGS.—We have done very little repairing during the past year, as we expect to replace the old buildings with new and better ones. All of our permanent buildings are in fair condition. We have spent for repairs to both white and colored schools, about \$600.

SPECIAL TAX SCHOOL DISTRICTS.—We have in the past two years created nine Special Tax School Districts, making a total of twenty such districts in the county. We have also extended the boundaries of a few districts, taking in more territory. Five of the Special Tax School Districts created have two or more white schools within them. These schools, we are combining in to larger and better central schools, with better buildings and equipment.

BONDING DISTRICTS.—We have two Special Tax School Districts that have voted bonds. Special Tax School District No. 1 voted an issue of \$35,000.00 to be used for the purpose of refunding an earlier issue of bonds, and for the purpose of paying other school indebtedness. Special Tax School District No. 2, Vernon, voted an issue of \$8,000.00 to be used for the purpose of building a new school building. These last bonds have not yet been sold. We believe that in the very near future, others of our

districts will consolidate and bond for good buildings and equipment.

SCHOOLS.—We reported for the year 1917-18, 48 white and 17 colored schools, with an enrollment of 2,515 white pupils and 855 colored pupils; a total enrollment of 3,370 pupils. Of the 48 white schools, we have one high school, located at Chipley, employing four teachers; four schools employing three teachers each; three schools employing two teachers each; and the balance of the schools are small one-teacher schools. We expect, however, to combine a number of these schools within the next two years.

HIGH SCHOOLS.—This county maintains only one high school. Our high school is located at Chipley, our largest town, and has an enrollment of 500 pupils, of which 57 are in the high school department and 17 in the Teacher-Training department. This school is classed as Intermediate by the State Department, but we carry the full high school course and our graduates are permitted to enter the University and State College without examination.

TEACHERS.—We have had very little difficulty in supplying our schools with teachers. Our high school faculty has been and is composed of some of the best teachers of the State. A good many of our rural teachers hold only second and third grade certificates, but most of these teachers have had some normal training, are alive and enthusiastic, and, in most part, are doing good work. The average salary paid grade teachers in 1917 was about \$47.00. The salary has been raised this past year about 20 per cent.

TEACHER TRAINING DEPARTMENT.—We have a teacher training department in our high school, which is doing good work. We have enrolled during the past two years about forty students. A good many of these students had already secured certificates and had already been teaching

in the public schools, but we have found that, without a single exception, the standard of the work done by these same teachers, after taking the course, is much higher than before. I believe that through the work done in the teacher training department in the high schools, the rural schools will soon be supplied with better trained and more efficient teachers.

TEACHERS' COUNTY INSTITUTES.—We have just recently—the past year—organized an educational association in this county. All of the meetings of this association have been well attended, and I believe that the teachers have, and will receive, much aid as well as inspiration therefrom.

VOCATIONAL WORK.—Vocational work in the schools has only recently (1917) been introduced in this county. We have a well-equipped domestic science and are department in the Chipley High School. We enrolled in this department during the year 1917-18 about 60 pupils. We require all of the girls in the seventh and eighth grades, also the ladies taking the teacher-training course, to take the course in domestic science.

CANNING, CORN AND OTHER STUDENTS' CLUBS.—The club work was introduced into this county in 1916. Since that time the work has proven a success, and has been extended to all parts of the county. We have at this time about 115 active members of girls' tomato clubs. We have a home demonstration agent giving all time to the extension work in this county. This agent is employed for ten months at a salary of \$100.00 per month. One-half of this salary is paid by the county, and the other half is paid by the Federal and State Governments. The county farm demonstration agent has charge of the boys' corn clubs. He works under direction of the County Commissioners, and I have no record of his salary or of the boys organized by him into various clubs.

COMPULSORY SCHOOL ATTENDANCE.—This county has not

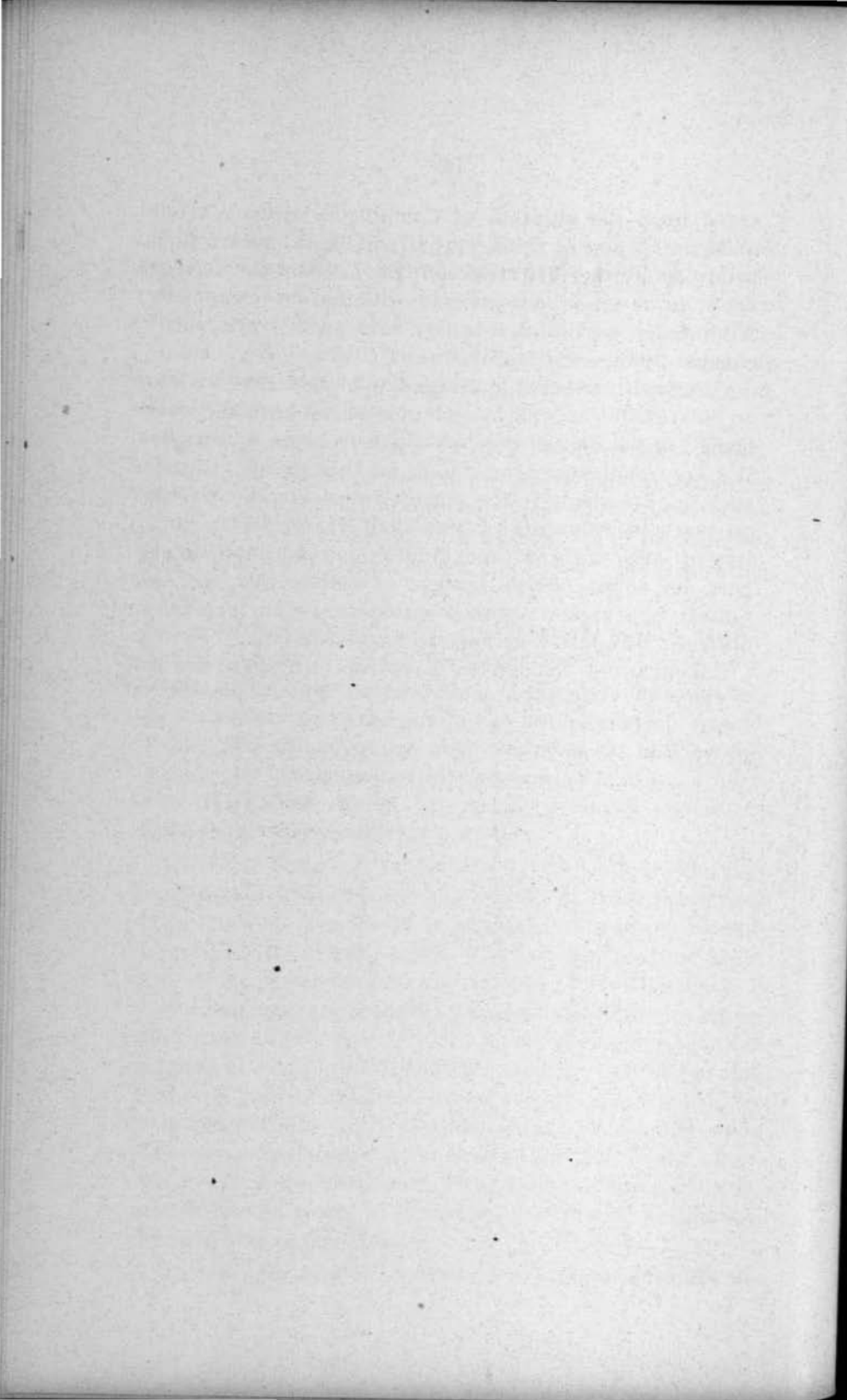
voted upon the question of Compulsory School Attendance, and I do not think that it will be submitted to the voters before the 1919 session of the Legislature convenes. I am in favor of a State-wide Mandatory Compulsory Attendance Law, and I believe that such a law will be enacted by the next Legislature.

SCHOOL FINANCES.—I am glad to report that we have no outstanding indebtedness, however, we have very little money in the depositories on which to begin a new year. We are handicapped for funds, in this county, to make such improvements in the schools as we would. We have an assessed valuation of less than \$2,000,000.00, and a levy of seven mills on this valuation is inadequate to support our county school system. I believe that the only remedy is a higher assessed valuation, or an increase in millage. The latter we hope to have next year.

CONCLUSION.—Though we have reported little, we are striving to accomplish much and we hope to be able to make a report at the end of the next two years that will prove that we have not been asleep on the job.

Very respectfully submitted,

J. H. VARNUM,
County Superintendent



CHAPTER XI.

VOCATIONAL EDUCATION.

The Legislature of 1917, by the enactment of Chapter 7376, accepted the provisions of the Act of Congress known as the "Smith-Hughes Act," relating to Vocational Education and appropriated \$15,400 for the year July 1, 1917, to June 30, 1918, and \$18,840 for the year July 1, 1918, to June 30th, 1919, to carry out the provisions of this Act. Great stress is now being put upon Vocational Education throughout the United States. The tendency appears to be to not only educate the child in the rudiments of academic education, but also to train the child so that upon leaving school it is, to a large extent, prepared to enter directly into the trades and industries without further special preparation. This Chapter is the report of Hon. S. Phillips, Assistant Director of Vocational Education for the State of Florida, and gives a complete summary of the work so far accomplished under the Acts above mentioned. The work is entirely too new at this time upon which to base an intelligent criticism of its results.

Under the Smith-Hughes Act the United States government has allotted to Florida for the year 1919-20, \$25,991.72, and for the year 1920-21, \$29,989.65, which sums must be matched, dollar for dollar by a State appropriation to become available. The money allotted by the United States government may only be used for salaries of teachers in the various branches of industrial education, and it has already been demonstrated that it will be expedient for the State to make an additional appropriation sufficient to provide for the necessary sup-

ervision and the essential research work in order to obtain the full benefits of the Smith-Hughes Act and the appropriation matching the same. The consensus or opinion of leading educators throughout the country is that vocational education must in future be a part of the public school system, and unless this work is properly taught and supervised, it will be impossible to realize the aims and accomplish the desired results.

Hon. W. N. Sheats,
Tallahassee, Fla.

Dear Mr. Sheats:

I am sending you the report of the work done under the Smith-Hughes and State Acts for the years 1917-1918 and part of the years 1918 and 1919. In order to get in a proper estimate of the work for this current year.

Very sincerely,

S. PHILIPS,

Assistant Director of Vocational Education.

REPORT OF STATE BOARD FOR VOCATIONAL EDUCATION FOR THE TWO YEARS 1917-18 AND 1918-19.

THE FEDERAL AND STATE VOCATIONAL EDUCATION ACTS.

The Federal Congress enacted into law a bill known as the Smith-Hughes Act, which was approved by the President February 23, 1917.

The Florida Legislature made provisions for the acceptance of the Federal Act by the passage of a bill (Chapter 7376) which was signed by the Governor June 5, 1917. Florida thus became the first Southern State to accept the provisions of the Smith-Hughes law.

The State Act (Chapter 7376) designated the State Board of Education as the Board for Vocational Education, and this Board is made responsible for the administration of the provisions of both Federal and State Vocational Education Acts.

The purpose of both the Federal and State Vocational laws is to encourage, promote, and aid the teaching of vocational forms of education in (a) Agriculture, (b) Home Economics, (c) Trades and Industries, and (d) provides also for training teachers for each of the foregoing.

The Federal Act makes appropriations of sums of money for each of the above divisions, and this appropriation is based upon the following ratios:

(a) For Agriculture—As the rural population of a state bears to the rural population of the United States.

(b) For Trades and Industries (including Home Economics)—As the urban population of a state bears to the urban population of the United States.

(c) For Training Teachers (for the above)—As the whole population of a state bears to the whole population of the United States.

In the operation of the above rule to determine the amount for any state in either of the three divisions, the Federal Act uses the definition of the Census Bureau for Rural and Urban population, namely:

The population of all towns above 2,500 inhabitants is thrown in under Urban classification and less than 2,500 inhabitants is thrown in under Rural classification.

Under the application of this rule it will be seen that the rural population of Florida is more than double that of urban or city population, as reported by the census of 1910, which is used in this connection.

Under the Federal Act (Smith-Hughes Act) the Federal grant of money to a state increases each year, until the year 1925, when it remains at a level.

For the fiscal years 1917-18 and 1918-19 the Federal

Act carried with it the following appropriations for Florida, and these sums were duplicated or matched by appropriations carried in the State Act of 1917. The amounts that were set aside for Florida under the Federal Act are as follows:

	1917-18	1918-19
(a) For salaries of teachers, supervisors, or directors of Agricultural education	\$ 5,405.79	\$ 8,108.68
(b) For saalries of teachers of trade, home economics, and industrial subjects	2,590.07	3,885.10
Special allotment	2,409.93	1,114.90
(c) For training of teachers of vocational subjects	4,106.24	5,748.87
Special allotment	893.66	None
Total.....	\$15,405.79	\$17,742.67

NOTE—A provision of the Federal Act requires that no state shall receive less than \$5,000.00 annually for any of the above divisions of work, and a supplemental fund was drawn upon to make up the deficiency in the amounts under Trades and Teacher Training.

For the fiscal years ending June 30th, 1920 and 1921 the Legislature of Florida will be called upon to make appropriations for the purpose of matching the Federal appropriations to carry on the work under the Smith-Hughes Act, as follows:

	1919-20	1920-21
(a) In Agriculture	\$10,811.58	\$13,514.47
(b) In Trades and Industries... (Under which is Home Economics)	5,180.14	6,475.18
(c) In Teacher-Training	10,000.00	10,000.00
Total.....	\$25,991.72	\$29,989.65

The belief is held that for the next few years the State may not be able to use all the funds in Trades and Industries, and will not at any time before the work of teaching adults in cities in the several forms of industrial education has been thoroughly organized.

ADMINISTRATION OF THE ACT FOR THE YEAR 1917-1918.

The State Board for Vocational Education prepared its plans in the fall of 1917 for the administration of the Federal Act and, after personal conferences with agents of the Board, had said plans approved by the Federal Board, December 18, 1917, thereby making available to the State the appropriation under the Smith-Hughes Act.

Immediately after securing the Federal Board's approval of the State plans, a blank was prepared and sent out to all County Superintendents of Schools notifying them of the intention of the State Board to designate certain schools to receive aid under the Smith-Hughes law. Following this notice there were filed with the State Board applications for aid from 24 counties for teacher either Agriculture or Home Economics, and in most instances the applications called for aid for both.

The counties making application were as follows:

Bradford, Bay, Citrus, Clay, Dade, DeSoto, Gadsden, Holmes, Hillsborough, Jackson, Leon, Lake, Levy, Madison, Okaloosa, Orange, Polk, Pinellas, Palm Beach, Sumter, Suwannee, Volusia, Walton, Washington.

The State Board, while not unmindful of the statutory provisions of the Florida Act requiring that one school in each county shall be aided, because of the lack of funds, decided to establish agricultural departments in eight schools, and designated two schools in each Congressional District, as follows:

AGRICULTURE.

First Congressional District—Montverde and Largo.
 Second Congressional District—Madison and Starke.
 Third Congressional District—Gonzalez and Bonifay.
 Fourth Congressional District—Lemon City and East Beach (Palm Beach County).

Only four of these eight schools were able to secure teachers and therefore were the only ones that used their funds for 1917-1918, namely; Gonzalez, Largo, Montverde, Lemon City.

The Board also decided to aid two Negro schools and named one at Mt. Tabor, in Jackson County. (For lack of teacher this school did not use the aid that was allowed.)

HOME ECONOMICS.

The Board designated four schools of the State to receive aid for salary of teacher of Home Economics, as follows:

Marianna, Bushnell, Williston and DeLand.

Three of these schools were able to secure teachers and therefore were the only ones using any part of their funds for the year 1917-18; Marianna, Williston, Bushnell.

TABLE I.
 STATISTICAL REPORT.

Financial Report of Receipts and Expenditures of the Vocational Education Fund of Florida for the fiscal year ending June 30, 1918.

RECEIPTS.	From State appropriations	From Federal appropriations	Total
For salaries of teachers of Agricultural subjects	\$ 5,405.79	\$ 5,405.79	\$10,811.58
For salaries of teachers of trade, industrial and home economics subjects	5,000.00	5,000.00	10,000.00
For teacher training in agricultural, industrial, and home economics subjects	5,000.00	5,000.00	10,000.00

TABLE II.

EXPENDITURES.	From State funds	From Federal funds	Total
For Agriculture;			
Salaries of teachers.....	\$ 2,730.28	\$ 2,730.27	\$ 5,460.55
For Trades and Industrial subjects;			
(a) Home Economics	452.50	452.50	905.00
(b) War Emergency classes in Radio Buzzer	43.55	43.55	87.10
For Teacher Training;			
(a) In Agricultural subjects	55.00	55.00	110.00
(b) Home Economics subjects.....	1,411.58	1,411.58	2,823.16
(c) Trade and Industrial subjects.....			

NOTE—The Federal Fund is not a continuing appropriation, and any sums unexpended during a fiscal year to revert to the U. S. Treasury.

Because of war conditions, seven of these schools experienced difficulty in securing teachers, and two of them, Madison and Pahokee, did not begin the work of agricultural instruction until the middle of February, 1919.

The same war conditions operated alike against the organization of the agricultural classes in eight of the schools, for it was early seen that the high prices paid in various activities had withdrawn many of the older boys into industrial fields.

The agricultural classes in the ten schools now have enrolled 146 pupils, all over 14 years of age, and are devoting one-half of their time to laboratory and class instruction, and supervised project work. The project work of the boys is devoted to a range in plant production from general crops to the highly specialized trucking, the total of which amounts to 104 acres. In addition to the crop project, eighteen pupils have hogs, eight have poultry, and two have cows.

Each local school community is required to furnish a room and all necessary equipment and material for the use of the agricultural class. The following is the estimated value of the investment so far made by the ten schools:

(a)	Equipment and laboratory material....\$	4,250.00
(b)	Building and land and stock owned by the agricultural department of the school	13,500.00

HOME ECONOMICS.

There are enrolled in the five home economic schools, eighty-six pupils. These pupils devote one-half of their time to the work required in home economics, which includes domestic science and art and related subject matter, the other half of the day being devoted to the academic or non-vocational studies.

Each school is required to furnish a separate room and a full line of equipment for carrying out the work in practical home making. The total value of the equipment for the five schools is \$3,200.00.

Note: The school at Bushnell has erected a separate building for the home economic class, which is valued at \$1,200.00.

INDUSTRIAL EDUCATION.

Owing to the lack of administrative funds the State Board has been handicapped in promoting and supervising the work of vocational education, and because of this fact the full program of the board has not been carried out up to this date. However, the State has granted the application of the Duval County School Board for conducting evening classes in the city of Jacksonville in:

1. Wood Ship Building.
2. Steel Ship Building.
3. Carpentry.

The services of the teacher trainer in trades and industries, who is nominally attached to the University of Florida, will be borrowed this spring in organizing work

in part-time and evening classes in other cities of Florida. Part-time education offers an opportunity for reaching a class of adults who are engaged in some gainful occupation and now desire to return for instruction either in a trade extension or general continuation course, and may be offered pupils over 14 years of age who from necessity have quit school to labor in the industrial fields.

TRAINING OF TEACHERS.

Under the provisions of the State and Federal Acts certain sums are appropriated for the purpose of training teachers in (a) Agriculture, (b) Trades and Industries, (c) Home Economics, and the State Act designates the institutions where this work is to be done; namely:

(a) University of Florida—Training teachers in Agriculture and Industrial subjects.

(b) Florida State College for Women—Training teachers in Home Economics.

From the combined State and Federal appropriations the State Board set aside the following sums for teacher-training in these institutions:

UNIVERSITY OF FLORIDA.

(a) Training teachers in Agricultural subjects	\$2,815.00
(b) Training teachers in Trade and Industrial subjects	2,943.00

FLORIDA STATE COLLEGE FOR WOMEN.

(a) Training teachers in Home Economics subjects	\$3,000.00
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In addition to the amounts allowed the two above named institutions the State Board appropriated the fol-

lowing sums to the Agricultural and Mechanical College for Negroes, or so much thereof that may be properly used under the requirements of the Smith-Hughes Act:

- (a) For training teachers in Agricultural subjects\$ 913.00
- (b) For training teachers in Trade and Industrial subjects 913.00
- (c) For training teachers in Home Economics. 913.00

The work of promoting, organizing and otherwise carrying out the provisions of the Federal and State vocational education Acts has been thrust upon the State Board without provisions having been made for the employment of competent persons to supervise and assist in executing the law.

It is manifest that the work will increase as the fund increases from year to year, and it is obvious that the State Board will need some assistance in seeing that the money is properly and wisely expended in the many forms of vocational education. The State Board expresses the earnest desire to have the next Legislature make reasonable provisions for a director of vocational education in Florida, to work under the State Board, as well as to match the appropriations of the Federal government to the State of Florida for the next bi-ennium.

CHAPTER XII.

REPORTS OF PRIVATE INSTITUTIONS OF LEARNING.

This chapter consists of reports made by the officers of a number of private institutions of learning in the State in response to my circular letter of February 10, a copy of which follows:

State of Florida,
Department of Public Instruction,
Tallahassee, Fla., February 10, 1919.

Dear Sir:

I do not consider a State Educational Report complete which does not include a report of the private and denominational institutions of learning in the State. These institutions contribute too largely to the general educational welfare of the State not to receive notice in the State Report.

If you will file, within the next fifteen days, a type-written summary of the work of your institution, I will see that it is incorporated in my forthcoming Bi-ennial Report. If will read Chapter 8 of the Bi-ennial Report of this department for 1913-14, a clear idea may be obtained of what is wanted in each report. I request that no report will occupy less than two pages of printed matter, and not more than ten, varying according to the size and importance of the school.

It is desirable that each report state substantially the following facts: Number in faculty (male and female), enrollment by classes (male and female), the different courses offered, the attendance by departments, terms of admission, cost of tuition and board, value and condition of plant, aim and scope of the school, endowment, general outlook, and any pertinent topic that may suggest

itself to the one preparing the report. Do not transgress on the space tendered you.

If you will provide one or more cuts of your school, without cost to this department, they will be inserted. Cuts should be 4x7 or 4x3½ inches.

It is requested that the State Superintendent be immediately notified whether this tender of space in his report will be accepted, when your report may be expected, and whether or not cuts will be furnished.

Yours very truly,

W. N. SHEATS,
State Superintendent.

JOHN B. STETSON UNIVERSITY,
DELAND, FLORIDA.
DR. LINCOLN HULLEY, PRESIDENT.

LOCATION.

Stetson University is located at DeLand, Volusia County, Florida. It is about one hundred miles south of Jacksonville, and twenty miles from the east coast. It may be reached by the Atlantic Coast Line Railway, or the St. Johns river. The site was chosen because it is on high pine land in a rolling country, not close to any water, running or standing, in a section remarkable for its healthfulness, amid orange groves, peach orchards, native pine woods and well kept lands.

DELAND.

DeLand has a well organized government; a stirring progressive public spirit, good railway, express, telegraph and postal service, a waterworks, fire protection, beautiful homes with spacious yards and gardens, ice

factory, electric light plant, excellent markets, shops, stores, liverys, dairies, strong public schools, two banks, seven white churches, lodges, brick business blocks, beautiful houses, paved streets, cement and brick sidewalks, well shaded shell roads for miles around, parks, good boarding-houses and hotels, notably the "College Arms," famous for its luxurious appointments.

CHARTER AIMS.

The Charter, Sec. 2, says that "the object of such University shall be to promote the general interest of education, and to qualify its students to engage in the learned professions or other employments of society and to discharge honorably and usefully the various duties of life."

THE PROPERTY.

Stetson University owns a costly and beautiful property. It occupies a campus of thirty-three acres. It is housed in seventeen buildings, erected in this chronological order: DeLand Hall, a Servants Cottage, Stetson Hall, the President's House, the Women's Gymnasium, the Laundry, the central portion of Elizabeth Hall, the Academy wing of Chaudoin Hall, the college wing of Chaudoin, the Auditorium or south wing of Elizabeth Hall, the north wing of Elizabeth Hall, East House, Science Hall, the Central Heating and Lighting Plant, the Carnegie Library, Conrad Hall, the new Dormitory for College Men, and the Cummings Gymnasium.

These buildings and their equipment have cost over \$400,000.00 and are worth double that today. The University possesses in addition about \$1,023,000.00 in endowment, which is well invested, an endowed library of over twenty-five thousand volumes that is rapidly growing, and a separate law library; the President's chair is

endowed; and the Bible chair is half endowed. It has a beautiful chapel with costly furnishings, including stained glass windows, seven oil paintings and a \$10,000.00 pipe organ, the Eloise Chimes, a magnificent set of eleven bells, valued at more than \$10,000.00, a comprehensive and well arranged museum, ten laboratories for chemistry, physics, biology, bacteriology and general science, a large assortment of costly appliances, well-equipped iron and wood-working shops, a spacious campus, indoor gymnasium apparatus, an enclosed athletic field, running track, tennis court, baseball diamond and football field, and has nearby facilities for golf, swimming, rowing and other sports.

The University is equipped with electric lights, electric bells, steam heat, cement walks, shell roads, broad avenues, shrubbery and trees.

THE UNIVERSITY YEAR.

The college year is 36 weeks in length, and opens during the next to the last week in September. There are three terms, the Fall term of twelve weeks, the Winter Term of twelve weeks, and the Spring Term of twelve weeks. A student may enter the University at any time, but he will find it greatly to his advantage to do so at the beginning of one of the three terms.

DEPARTMENTS OF THE COLLEGE OF LIBERAL ARTS.

1. The Department of Law.
2. The Department of History and Political Science.
3. The Department of Economics and Sociology.
4. The Department of Philosophy.
5. The Department of Business Administration.
6. The Department of Latin Language and Literature.
7. The Department of Greek Language and Literature.

8. The Department of English Language and Literature.
 9. The Department of German Language and Literature.
 10. The Department of French Language and Literature.
 11. The Department of Mathematics and Astronomy.
 12. The Department of Physics and Mechanics
 13. The Department of Chemistry.
 14. The Department of Biological Science.
 15. The Department of Geological Science.
 16. The Department of Biblical Literature.
 17. The Department of Pedagogy.
 18. The Department of Music.
 19. The Department of Fine Arts.
 20. The Department of Public Speaking.
 21. The Department of Physical Culture and Athletics.
 22. The Department of Civil Engineering.
 23. The Department of Mechanical Engineering.
 24. The Department of Electrical Engineering.
 25. The Department of Chemical Engineering.
- German has been dropped.

THE TEACHING STAFF.

There are thirty-six professors, instructors and assistants. The heads of the departments are specialists in their subjects. They hold degrees from the University of Chicago, Harvard, Yale, Columbia, Michigan, Bucknell, Richmond, Cornell, Wesleyan, Denison, Wake Forest, Utrecht-Holland, Toronto, Louisville, Rochester, University of Illinois, and other institutions of the first rank. They are men and women of sterling, Christian character, and take an active interest in student, religious, social, literary, musical, dramatic and other organizations.

THE UNIVERSITY LIBRARIES.

The University is especially rich in its library facilities. Three large donations for this purpose have been received, and a collection of books thereby secured which is unrivaled in this section of the country.

One of the most beautiful buildings on the campus is the Carnegie Library Building, the gift of Mr. Andrew Carnegie.

LAW LIBRARY.

Through the generosity of the bar of Florida, the University has been enabled to secure a good working Law Library, including the reports of the Florida Supreme Court, the United States Supreme Court, the American Decisions, the American Reports and American State Reports, the Digests and Statutes of the State and United States, and many others, and many of the leading textbooks and books of reference.

FLAGLER SCIENCE HALL.

This building is thoroughly modern. It was erected in 1902. It is two hundred feet long by eighty feet broad, and three stories high. It is made of brick, finished in gray stucco in the style of the Spanish Renaissance.

The ground floor is given to the shop work of the School of Technology, Manual Training and Domestic Science. The second floor is used for laboratories and lecture rooms. The third floor is occupied by the Department of Law and the School of Fine Arts.

MINERALOGICAL LABORATORY.

The Mineralogical Laboratory contains several students' tables and a large desk for the chemical part of the work. Tables, as well as desks, are provided with

all the apparatus and material needed for thorough practice in elementary mineralogy.

BIOLOGICAL LABORATORY.

This laboratory, with eight large windows on the north and two double windows on the east, is particularly well adapted to its purpose. The tables in front of the northern windows are provided with all the necessary appliances for practical work in Botany, Zoology and Microscopy. All college students prepare their own specimens and receive training in embedding, staining, cutting, mounting and examining the botanical and zoological material. Two microtomes and several compound and dissecting microscopes are placed at their disposal.

BACTERIOLOGICAL LABORATORY.

The Bacteriological Laboratory consists of two adjacent rooms. One contains the incubators, the sterilizers and a preparation table; the other where the students have tables for the microscopical part of the work is at the same time the lecture-room. A complete outfit allows the college seniors to become acquainted with the essential means of bacteriological research such as the preparation of culture-media, aerobic and anaerobic cultures, fermentation processes and methods of differentiation by culture or stain. Those who wish to follow a special line of work with a view to future study of medicine, agriculture, etc., can be accommodated.

THE CHEMICAL LABORATORIES.

There are seven large rooms devoted to Chemistry. They are well lighted and heated. Three are laboratories.

THE PHYSICAL LABORATORIES.

There are seven large rooms devoted to Physics alone. Four are laboratories: 1, the office; 2, an academic laboratory; 3, a college laboratory; 4, a dark room; 5, a private laboratory; 6, the lecture-room, and (7) an apparatus room.

THE WOOD AND IRON WORKING SHOPS.

These include the manual training room, carpenter and wood-working shop, lathe and wood-turning room, the machine shop, steam-fitting room, the mechanical drawing room, free hand drawing room, the foundry room, engine and dynamo room, the boiler room, and the lavatory.

THE MONROE HEATH MUSEUM OF NATURAL HISTORY.

Mrs. Monroe Heath, of Chicago, gave as a memorial to her husband, a comprehensive, well-arranged museum of natural history, prepared by the well-known "Ward Natural Science Establishment," of Rochester, N. Y.

COLLECTION OF FLORIDA BIRDS.

In addition to the Heath Museum of Natural History, the University possesses a beautiful collection of more than eighty Florida birds, a gift of Mr. John B. Stetson. Other specimens of the fauna of Florida will be added from time to time.

MUSEUM OF FINE ARTS.

During the winter of 1913, through the generosity of many friends Stetson University purchased a collection of about two hundred pictures with the purpose of having an Art Museum.



THE ELOISE CHIMES.

An addition to the magnificent equipment of the University was made by installing a set of chimes. They are mounted on the tower of Elizabeth Hall. They were named for the President's wife by the trustees and people.

THE CUMMINGS GYMNASIUM.

Through the liberality of a number of friends, a new gymnasium has been built on the east side of the Athletic Field, next to the Boulevard. It bears the name of the largest giver, Mr. H. Howell Cummings of Philadelphia.

THE YOUNG WOMEN'S GYMNASIUM.

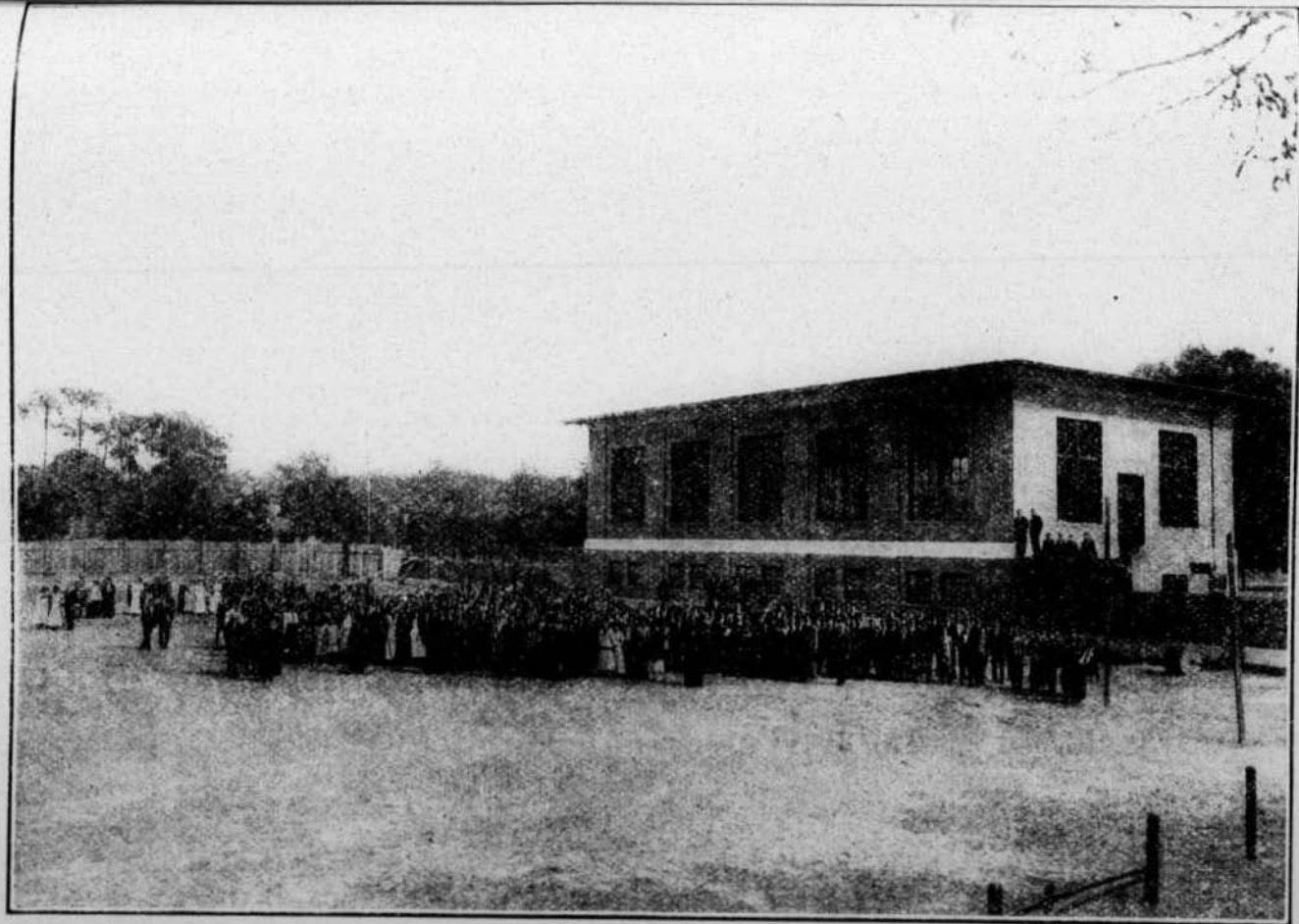
The ladies gymnasium, built by Mr. Stetson and furnished by Mr. Sampson, is a neat substantial structure, giving an unobstructed floor of one hundred and forty feet. It was liberally equipped by Mr. Sampson with well selected apparatus in great variety, and is now reserved for the exclusive use of the young women.

ATHLETIC FIELD.

Thirteen clay and shell tennis courts have been constructed for the use of students and teachers. The University owns an inclosed Athletic Field suitable for baseball and other sports. Within this field is a one-quarter mile bicycle track paved with DeLeon shell together with a clay baseball diamond.

THE STETSON STANDARD.

In 1897 Stetson University adopted identically the same standards for admission to the College of Liberal Arts, and for graduation from the same, as those set up



Stetson University—Athletic Field and Gym.

by the University of Chicago. Stetson maintains the sixteen Carnegie units standard for college entrance. This standard has been rigidly lived up to with the result that the Stetson College of Liberal Arts has established an enviable reputation for the strength of its scholarship and the worth of its graduates.

1918-1919.

Faculty:

Men	21
Women	13— 34

Students—College Rank:

Postgraduates—

Men	15
Women	10— 25

Seniors—

Men	* 23
Women	10— 33

Juniors—

Men	20
Women	21— 41

Sophomores—

Men	15
Women	34— 49

Freshmen—

Men	197
Women	35—232

Special College Students—

Men	4
Women	8— 12

Total Liberal Arts and Law..... 392

The Normal College—Junior College Section:

Senior Year—

Men	10
Women	17— 27

Junior Year—

Men 23

Women 20— 43

Total College Students..... 462

Sub-Collegiate:

Second Year—

Men 42

Women 16— 58

First Year—

Men 56

Women 11— 67

Special Students—

Men 8

Women 34— 42

Total Students Sub-Collegiate Rank..... 237

 Total students for the year up to Feb. 19, 1919.. 629

ROLLINS COLLEGE.

Rollins College was organized in April, 1885. Those who led in its organization were mainly Congregationalists, though there was no organic relation established between the college and the church. The charter provides that three-fourths of the trustees shall be members of evangelical churches, but it does not specify what churches. In 1917, at the request of the Board of Trustees and the Congregational Education Society of Boston, the College Board of the Presbyterian Church in the U. S. A. formally endorsed the college. It is therefore affiliated with these two churches but not formally connected with either.

College, academy, normal, commercial and music departments are maintained. In the collegiate department two degrees, the A. B. and B. S., are offered with standard courses leading to each. The academy courses cover four years of work leading to Freshman entrance. These

courses are so planned that they provide a practical and useful training for students who may not be able to complete a college course. The commercial department offers thorough courses of one year each in stenography and business methods. In the normal department courses meeting the requirements of the State Department of Education are maintained. The musical courses are extended and thorough, and the instruction is comparable with that given in the best conservatories.

The faculty consists of twenty men and women classified as follows:

	Men.	Women.
College	7	2
Academy		3
Business	1	1
Music		6
	—	—
Totals	8	12

The enrollement for the school year 1917-1918 was as follows:

	Men.	Women.
College	13	23
Academy	26	32
Business	37	93
Music	17	68
Others	19	28
	—	—
Totals	103	244
Duplicates	25	58
	—	—
Net totals	78	186

Fifteen Cornegie units are required for Freshman entrance. The completion of grammar or eighth grade work is required for entrance on the academy courses.

The principal items of expense are as follows:

	First Semester.	Second Semester.	Year.
Tuition:			
College	\$ 30.00	\$30.00	\$60.00
Academy	20.00	20.00	40.00
Business	30.00	30.00	60.00
Home Economics	30.00	30.00	60.00
Room with heat	25.00	25.00	50.00
Lights	4.00	4.00	8.00
Table board	100.00	100.00	200.00
Students' Association Fee	3.00	3.00	6.00

The campus consists of twenty-five acres of rolling ground lying on the shore of Lake Virginia. There are eight principal buildings valued at \$215,000.00. The library includes nearly six thousand well selected volumes. The endowment funds consist of permanent investments amounting to about \$200,000.00. It is expected that the endowment equipment will be increased in the near future and that the college will soon be able to meet adequately the needs of its field.

CALVIN H. FRENCH, President.

COLUMBIA COLLEGE, Lake City, Fla.

Because of the draft law of 1918 and the apprehension that its action would call into the army nearly all the male students of Columbia College, the Trustees in August decided to suspend the activities of the Institution for the period of the war, which naturally meant for one year, as was seen later. Results amply vindicated the wisdom of their decision.

At the meeting of the Florida Baptist Convention at Tampa, January 15, 1919, it was unanimously voted by that body to accept the proposition of the Educational

Commission of the Southern Baptist Convention, that, if the Baptists of this State raise in five years \$250,000, the Commission would add \$100,000, and to inaugurate a State-wide campaign from February 1 to March 31 for \$50,000. A Central Committee was appointed, representing the entire organization of the Baptist denomination of Florida, and the campaign, with every hope of success, is in progress.

The purpose of the management of Columbia College is to pay its debt, improve the buildings, provide up-to-date apparatus and begin at the earliest possible date with an institution stronger and better than before, prepared to do its part in preparing the youth of this State for the duties of Christian citizenship and service.

A. H. MONTAGUE,
President.

ST. LEO COLLEGE.

Saint Leo, Fla., Feb. 24, 919.

Hon. William N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Honorable dear Sir:

In accordance with your request of recent date, we are enclosing report, showing especially our courses and the progress made at St. Leo's.

With respect,

BENEDICT ROTH, O. S. B.,
Director.

INTRODUCTORY.

Saint Leo College was founded in the year 1889. It is conducted by the Benedictine Fathers and is the only Catholic College in the State of Florida. The purpose of

this institution is the education of the heart, as well as the mind of the youth entrusted to its care. Hence, he is given a thorough classical education coupled with a model Catholic training and discipline.

HISTORY.

For fourteen centuries the Order of Saint Benedict has been foremost in the cause of education. Its schools have been planted in every section of Europe, and wherever they flourish there do religion and learning thrive sturdily.

It was not, however, till the year 1846 that the Order, under the name of American-Cassinese Congregation was established in this country; first in Pennsylvania, then in the course of a few years, rapidly spreading throughout the States. Thus it was that the Benedictine Fathers were prevailed upon by the Rt. Rev. J. Moore, D. D., second Bishop of St. Augustine, to establish themselves in Florida. Once established, it was not long until a College opened its portals for the education of the youth of their State.

In the year 1889 "the Order of St. Benedict of Florida" was empowered by an Act of the Legislature of the State of Florida to confer "the usual Academic and other degrees granted by any College in the State."

HOW TO REACH THE COLLEGE.

Trains on the main line of the Atlantic Coast Line R. R., between Jacksonville and St. Petersburg, will stop at St. Leo Station, situated with a mile of the College. The College may also be reached from Dade City, five miles distant. All trains on the Seaboard Air Line R. R., stop at this place. Patrons preferring the latter route may procure conveyances at reasonable rates.

DESCRIPTION.

The new college building adjoining the Abbey has just been completed. It is a four-story building, fitted with all modern improvements, well ventilated, and adapted in every way to the convenience and comfort of the student. This building contains the study halls, a spacious dining hall, dormitories, baths and lavatories.

The auditorium, chemical and physical laboratories, class rooms and amusement halls are still in the former college buildings.

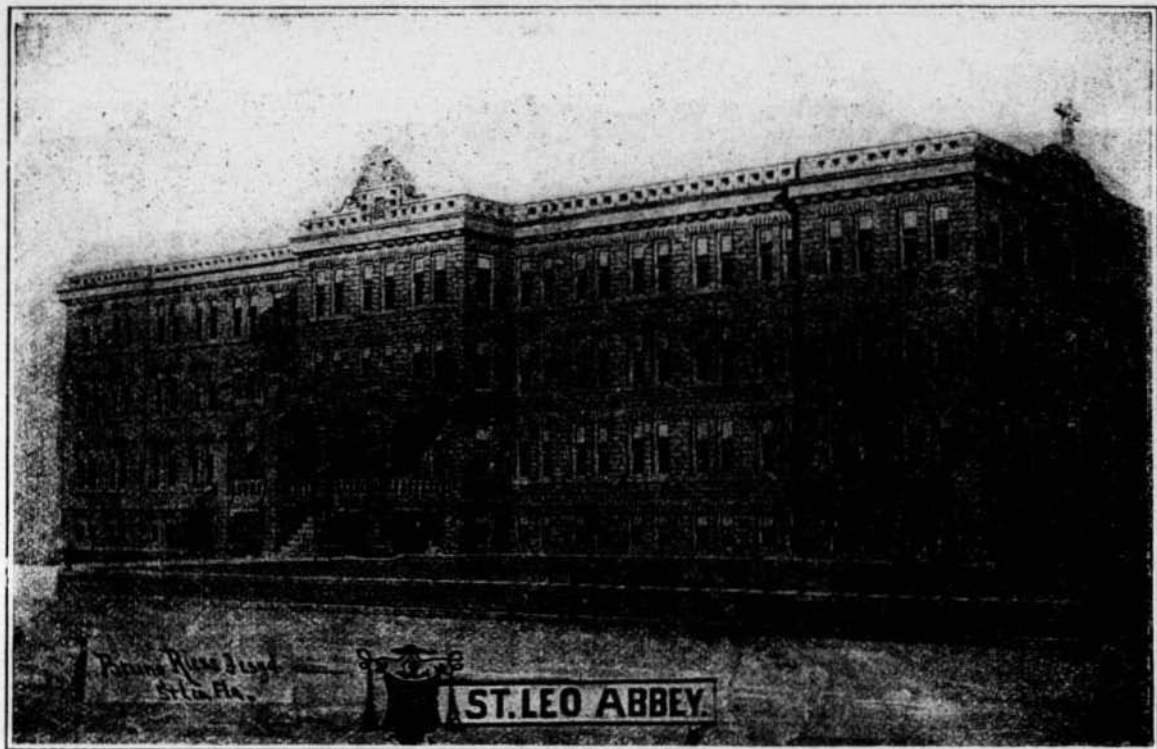
The campus is very extensive and the students are provided with everything necessary to encourage all manner of healthful physical exercise. A three acre ball field enclosed by a quarter of a mile race track is the scene of most activity. Handball, tennis, and outdoor gymnastics, however, are by no means neglected.

About four hundred yards west of the college campus lies the beautiful Lake Jovita, a half mile of whose shore line is on St. Leo property. This lake always has clear fresh water and affords swimming and boating.

ENTRANCE REQUIREMENTS.

Applicants who can show testimonials certifying graduation from any recognized parochial or public school will be admitted to our Academic Department or High School without further examination. Students, however, who prove deficient in any principal branch, at the end of the first quarter, will be remanded to the Sub-academic Class, or our one-year preparatory. Those desiring to enter this class must be able to pass with credit our formal examination, which will be forwarded on request.

All students successfully completing our fourth year Academic are fit to take up their higher studies in the college. Others desiring entrance to the college must show a recognized high school diploma.

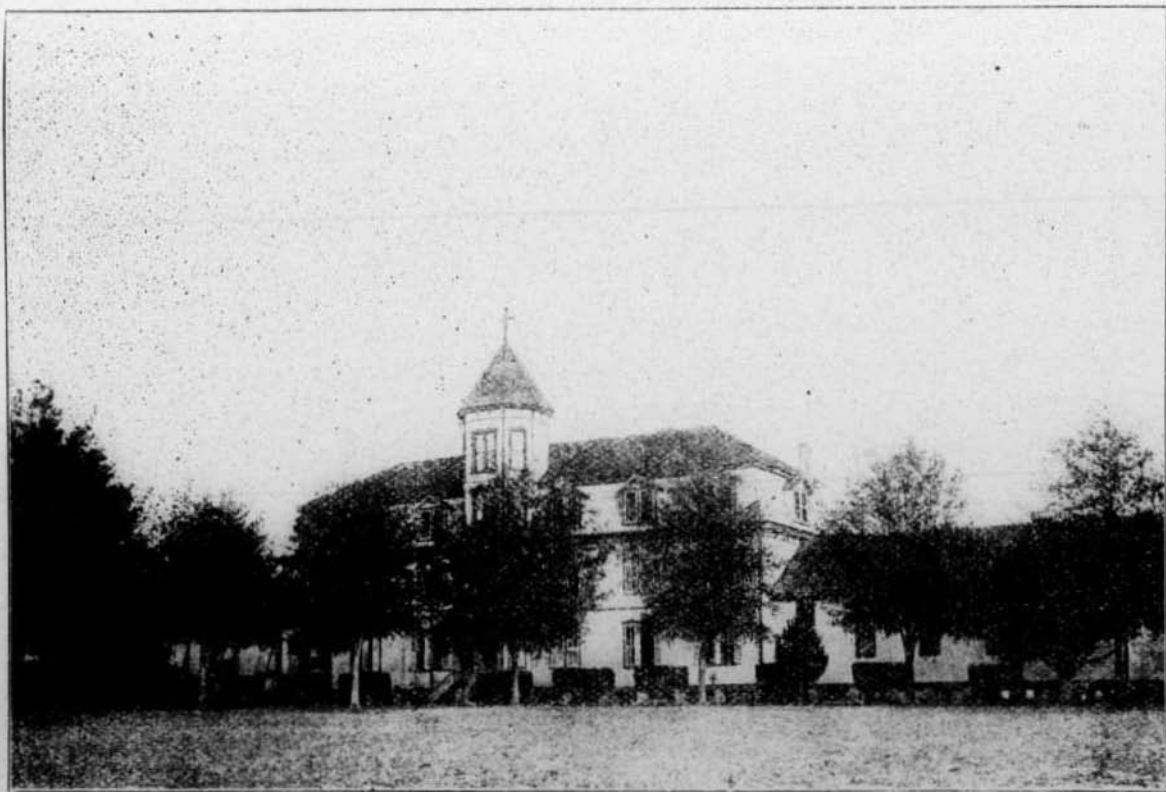


The St. Leo Abbey—College.

COURSES.

The Academic or High School, extending over a period of four years, embraces the three courses—Classical, Latin-Scientific and Commercial. The *Classical Course* is intended for those preparing themselves for the sacred ministry, as well as for all desiring a higher education along classic lines. The *Latin-Scientific Course*, however, acquaints the student with the best methods and facts of the modern sciences; preparing him to pursue higher studies of a technical or professional nature. Both these courses give the fifteen units required for taking up college work. The *Commercial Course* imparts the best methods and practices in the modern business world.

The Collegiate Department embraces a course of four years. One having successfully completed the first two years is ready to enter the Philosophical Department, or any Ecclesiastical Course. After the completion of the remaining two years, he is entitled to the degree "Bachelor of Arts."



St. Leo College.

SYNOPSIS.
ACADEMIC DEPARTMENT.

<i>Classical.</i>	<i>Latin-Scientific.</i>	<i>Commercial.</i>
THE FIRST ACADEMIC.		
Latin *7	Latin 7	Commercial Studies. 7
Religion 2	Religion 2	Religion 2
English 8	English 8	English 8
Algebra 5	Algebra 5	Algebra 5
History 3	History 3	History 3
Phys. Geography... 3	Science 2	Shorthand 2
German or Spanish. 3	German or Spanish. 3	German or Spanish. 3
THE SECOND ACADEMIC.		
Latin 8	Latin 8	Commercial Studies. 8
Religion 2	Religion 2	Religion 2
English 8	English 8	English 8
Algebra 3	Algebra 3	Algebra 3
Geometry 2	Geometry 2	Geometry 2
History 2	History 2	History 2
Greek 3	Biology 3	Shorthand 3
German or Spanish. 2	German or Spanish. 2	German or Spanish. 2
THE THIRD ACADEMIC.		
Latin 6	Latin 6	Commercial Studies 7
Religion 2	Religion 2	Religion 2
English 7	English 7	English 7
Algebra 2	Algebra 2	Algebra 2
Geometry 2	Geometry 2	Geometry 2
History 3	History 3	History 3
Greek 3	Physics (Lectures). 2	Shorthand 2
Physics (Lectures). 2	Physics (Laboratory) 3	Commercial Law 2
German or Spanish. 3	German or Spanish. 3	German or Spanish. 3
THE FOURTH ACADEMIC.		
Latin 6	Latin 6	Commercial Studies. 7
Religion 2	Religion 2	Religion 2
English 8	English 8	English 8
Geometry $\frac{1}{2}$ year.. 5	Geometry $\frac{1}{2}$ year.. 5	Geometry $\frac{1}{2}$ year.. 5
Trigonometry $\frac{1}{2}$ yr. 5	Trigonometry $\frac{1}{2}$ yr. 5	Typewriting, speed wk 5
History 2	History 2	History 2
Chemistry (Lectures) 2	Chemistry (Lectures) 2	Political Economy.. 1
Greek 3	Chemistry (Lab'tory) 3	Shorthand 3
German or Spanish. 2	German or Spanish. 2	German or Spanish. 2

*The numbers indicate periods per week (40 minute periods.)

THE COLLEGE DEPARTMENT.

<i>Freshman.</i>	<i>Sophomore.</i>
Latin 6	Latin 6
Religion 2	Apologetics 2
English 4	English 4
Mathematics 4	Mathematics 4
History 2	History 2
Greek 4	Greek 4
Physics (Lectures) 2	Chemistry (Lectures) 2
Physics (Laboratory) 3	Chemistry (Laboratory) 3
Modern Languages 3	Modern Languages 3
Junior.	
Philosophy 6	Philosophy 6
Latin 2	History of Philos. 2
Apologetics 1	Apologetics 1
English 2	English 2
History 2	History 2
Mathematics (Elective) 4	Astronomy (Elect.) 2
Greek 2	Economics 2
Biology 4	Geology 2
Chemistry (Lectures) 2	Physics (Lectures) 2
Chemistry (Laboratory) 2	Physics (Laboratory) 4
Senior.	

The College Department will not be opened, unless there is a sufficient number of students.

EXAMINATIONS AND PROMOTIONS.

The student is judged satisfactory or deficient by his daily recitations, monthly and general quarterly examinations. The combined results of these determine his quarterly notes. No student will be advanced unless proficient in the year's matter. Proficiency is determined by a general average of 70 per cent. and a particular average of 70 per cent in the principal branches, which differ in the respective courses. Failure to acquire an average of 70 per cent in a principal branch allows the student an examination at the opening session of the following year, provided he has the required general average. This examination is to determine whether the student has made up his deficiency during the summer months.

THE MUSICAL DEPARTMENT.

The Music Courses are so arranged that they will not interfere with the regular class work. Each pupil receives individual attention. Students must furnish their own band and string instruments.

Harmony.—Construction and use of chords. Harmonization of melodies; Counterpoint; Canon; fugue; Composition; Construction of Musical Forms; Orchestration.

Theory and History.—All the students following a regular course in music are required to take instructions in the theory and history of music.

The college has adopted the military features. All students are obliged to drill three periods a week.

TERMS.

Board, Tuition and Washing of Linen.....	\$300.00
Music (optional)	30.00

Typewriting (out of course)	20.00
Physics and Chemistry Laboratory Fee.....	8.00
Graduation Fee	5.00

CONVENT OF MARY IMMACULATE.

Key West, Fla., Feb. 26, 1919.

Hon. W. N. Sheats,
Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir: .

In compliance with your request, we are enclosing herewith our report for our schools in Key West. We trust that this will prove satisfactory.

Yours respectfully,
S. M. HONORINE,
Superior.

COLLEGE PREPARATORY SCHOOL.

FIFTY-FIRST YEAR.

Out of the reach of the noisy bustle of commerce is a certain picturesque building, the Convent of Mary Immaculate, rises gracefully above a profusion of palmetto, pawpaw, fig and almond trees. Here, too, grow the date, palm, the sapodilla and the tamarind, mingling their foliage with that of the lime and orange.

AIM.

The Convent of Mary Immaculate, under the direction of the Sisters of the Holy Names of Jesus and Mary, is pre-eminently a Catholic school. Its aim is to educate young women by the growth, development and discipline

of their physical, mental and moral powers. That women may attain to the ideal of her highest self that she may be prepared for the larger life stretching beyond the realm of her school life—knowledge and religion must go hand in hand in the formation of her character.

FOUNDATION.

In 1868 at the earnest request of the Bishop of St. Augustine, the Sisters of the Holy Names of Jesus and Mary came to Key West. Since that time only once has the convent closed its doors—in 1898—when the Sisters placed the entire school building and their personal services as nurses, at the disposition of the government, for hospital purposes.

In 1870 St. Francis Xavier's School for the education of colored children was opened by the sisters and has always been conducted most successfully.

Finally, in 1881, the Sisters of the Holy Names established St. Joseph's College for white boys.

EQUIPMENT.

In the construction of the convent building, the comfort and safety of its inmates were taken into consideration. There are numerous doors and windows on every floor, while fire extinguishers are at hand.

The laboratories are furnished with all the necessary apparatus for work in chemistry, physics and botany.

COURSES OF STUDY.

The entire curriculum embraces Kindergarten, Primary, Intermediate, Grammar, Commercial and Academic Departments, all under the direction of capable, earnest teachers.

The Academic Department offers two courses, the Latin Academic and Modern Languages, each requiring four

years beyond the grammar grades, and a minimum of thirty-six units of work, where two units are given to a two-semester subject.

The Business Course comprises Bookkeeping, Stenography, Typewriting, Business Arithmetic, Penmanship, Spelling and Business Correspondence. The Isaac Pitman system of stenography is taught.

The Art Department has long been famed for the splendid work done by its students.

The Department of Music aims to meet the demands of students who desire to pursue any branch of music, practical or theoretical. The courses are all based on the best modern methods, and a satisfactory examination must be passed in the work of each grade before promotion is made to the next higher. Students aspiring to the honors of graduation must complete the entire course in technique, theory, harmony, counterpoint, and the history of music, and are required to pass a written examination sent by the Board of Examiners of the Detroit Conservatory of Music.

EXPENSES.

For a scholastic term of forty weeks, paid monthly or quarterly in advance.

Board and Tuition, per month	\$30.00
Laundering, per month	5.00
Day Students, Elementary Grades, No. 538.....	2.00
Day Students, Grammar Grades, No. 222	3.00
Day Students, High School Grades, No. 30	5.00

The three schools are under the direction of twenty-five Sisters of the Holy Names.

Pupils enrolled at the Convent, Key West.....	463
Pupils enrolled at St. Joseph's School (boys only) .	224
Pupils enrolled at St. Francis Gavi�r's School (colored)	103

Total number enrolled 790

HOLY NAME ACADEMY,
San Antonio, Florida.

This institution, under the care of the Benedictine Sisters, has for its object the Christian education of girls and young women. Its classes are open to day pupils.

The buildings are adapted to the requirements of modern educational institutions and they are surrounded by a fifty-acre campus.

The scholastic year is divided into two sessions, each consisting of two quarters. Reports of progress in class work and deportment are sent to parents at the end of every quarter.

Pupils not known to us are required to furnish satisfactory testimony of good moral character. New pupils are classified by examination.

COURSES OF INSTRUCTION.

THE PRIMARY DEPARTMENT.

The four classes of this department correspond in general to the first four grades of regular school work.

THE PREPARATORY DEPARTMENT.

In this department students are fitted for the Academic work. The classes correspond to the Fifth, Sixth, Seventh and Eighth grades of a grammar school course.

THE ACADEMIC DEPARTMENT.

The Academic Course embraces a period of four years corresponding to the standard High School Course and when satisfactorily completed entitles the student to the Academic Diploma and graduating medal.

THE COMMERCIAL COURSE.

Students who have successfully completed the Eighth Grade can be trained for a business career. Upon the completion of the two years course they are entitled to a diploma of the Spencerian System of Shorthand.

The touch system in typewriting is required.

The Palmer method of business writing is used.

THE DEPARTMENT IN MUSIC.

To develop the musical capabilities and talents of the students in the most systematic manner, the best modern methods and inventions are utilized.

A piano course complete in seven grades based on the National Graded Course is taught.

To complete the course it is necessary to include the study of Theory, Harmony, Analysis and History of Music.

Elocution and Physical Culture, based on the Delsarte System, is taught in complete course.

ENROLLMENT BY CLASSES.

The number of pupils in the primary department....	14
The number of pupils in the preparatory department	17
The number of pupils in the academic department..	16
The number of pupils in the commercial department.	13
The number of pupils in the music department....	20

TERMS.

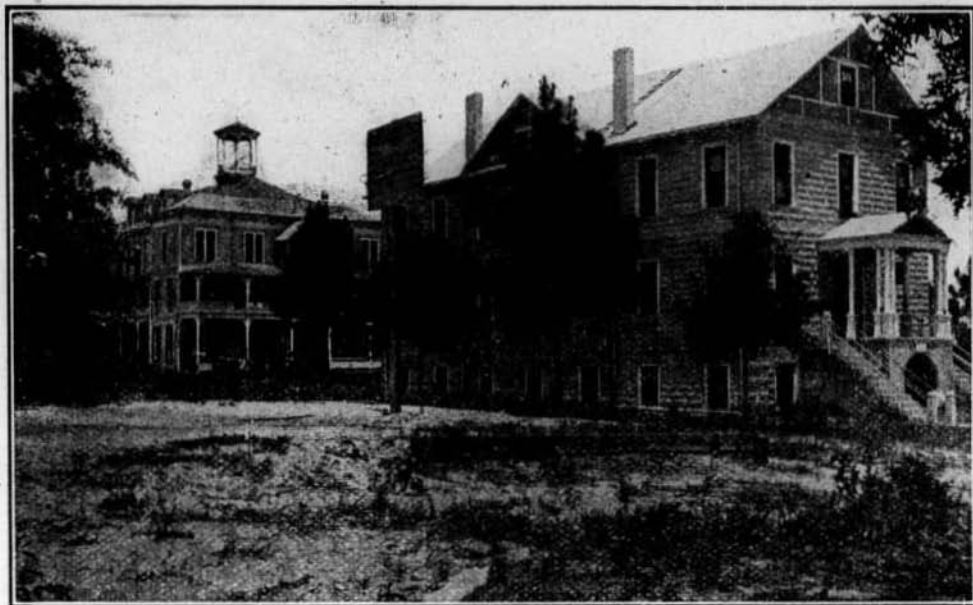
Cash for each quarter in advance is required.

The following are the charges per quarter:

Board, Tuition and Laundry.....	\$62.00
Piano or Organ and use of Instruments.....	7.00
Stringed Instruments, each	7.00



Holy Name Academy.



Holy Name Academy.

Vocal Music	7.00
Extra Practice Hour	2.00
Artistic Needle Work	7.00
Stenography	7.00
Oil Painting	7.00
Water Color Painting	7.00
China Painting	8.00
Drawing	7.00
Typewriting	7.60
French	7.00
Private Room	12.50
Library Fee	1.00
Extra Lessons in any Branch of Studies.....	.50
College Cap	1.50

THE MASSEY BUSINESS COLLEGE,
Jacksonville, Florida.

DATE OF ESTABLISHMENT.

This Institution was established in 1897, and began its successful career under the auspices of the Jacksonville Board of Trade.

FACULTY.

Richard W. Massey, President.
F. C. Browning, Vice-President and Manager.
L. P. Richards, Secretary and Treasurer.
Felix Wilson, Principal Commercial Department.
Mrs. Mildred Aylward, Principal Shorthand Department.
Mrs. A. H. Spofford.

COURSES OF INSTRUCTION.

The Commercial Course: Business Arithmetic, Book-keeping by single and double entry; Rapid Calculations;

Letter Writing; Commercial Law; Penmanship; Business Practice; Spelling; Insurance; Business Papers; Real Estate; English; Commission; Finance, Banking, Transportation.

The Shorthand-Typewriting Course: Shorthand; Typewriting; Penmanship; English; Business Forms; Spelling; Manifolding; Legal Forms; Care of Machine; Filing Letters, Invoices and Legal Papers.

COST OF TUITION.

Scholarship for either Complete Commercial or Shorthand-Typewriting course, six months.....	\$60.00
Scholarship for Combined Commercial and Shorthand-Typewriting Courses, nine months.....	90.00
Monthly rate of tuition, payable in advance.....	15.00

Pupils may take all or any of the above studies. We arrange the courses of study to suit the pupil.

COST OF BOOKS AND STATIONERY.

The books, stationery and supplies for complete commercial course approximate a cost of \$12.00, which represents only a slight advance above actual cost price to cover expense of handling. Books for the Shorthand-Typewriting course cost \$6.00 to \$8.00.

COST OF BOARD.

The cost of board varies according to the different requirements. Special board rates secured for Massey College pupils.

COLLEGE BUILDING.

The Massey Business College, Jacksonville, Florida, has enjoyed the confidence and patronage of the public and the business men of Jacksonville and Florida, since its establishment, nearly a quarter of a century ago.



Massey's Business College.

ANNUAL ENROLLMENT.

Four hundred and ninety-five pupils.

REQUIREMENTS FOR ADMISSION.

Common school education.

ENDORSEMENT.

The Massey Business College, Jacksonville, Florida, has enjoyed the confidence and patronage of the public and the business men of Jacksonville and Florida, since its establishment, nearly a quarter of a century ago.

PAN-AMERICAN COLLEGE OF COMMERCE.

Miami, Fla., March 6, 1919.

Hon. William N. Sheats,
Tallahassee, Fla.

My Dear Mr. Sheats:

As per your request, I am enclosing data as specified in your recent letter, and you will also receive under separate cover a number of plates of the departments of the Pan-American College of Commerce.

If any of this matter is surplus to your thinking, just eliminate that and use what you can of the balance. We have 'striven to give you the best we have.

Wishing you success in your great work, and thanking you for your courtesies, we are

Most respectfully yours,

PAN-AMERICAN COLLEGE OF COMMERCE.

By WM. I. BERRY,
Secretary.

LOCATION.

The college is centrally located in the business district of Miami, corner Avenue D and Fifteenth Street,

with a private entrance on Avenue D. It occupies the second story, front, of the Henderson Building, with 5,000 square feet of floor space affording a capacity for 150 students. There are fifteen east and south windows, which give excellent light and ventilation. The rooms are exceptionally cool and surprisingly comfortable.



Pan-American College.

YOUR OPPORTUNITY.

Miami has a population of about 35,000. It is growing rapidly and gaining recognition all over the country as one of the leading commercial centers of the South. This rapid growth has created an intense and steadily increasing demand for bookkeepers, stenographers, secre-

taries and clerks. It is doubtful if a city can be found that offers more certain opportunities to those who wish to secure positions with good, reliable concerns.

OUR STUDENT BODY.

The student body is composed of young men and young ladies from the homes of our representative business and professional citizens, as well as from nearby cities. Co-education contributes much to the acquirement of that quality which we call "good manners." It teaches much of the social courtesies and amenities; it stimulates efforts and incites pride in the accomplishment of the class room. Our students are drawn not merely from the homes of affluence and social position but from the homes where parents have been careful in the training of their children and where they have been taught the principles of courtesy, integrity and honor from the beginning.

From the day students matriculate they gain that spirit of activity which develops those qualities that in business life cause them to radiate power and influence.

EQUIPMENT.

No expense is spared to make the equipment of the College complete in every detail. The systems of book-keeping and shorthand taught are used by the leading schools and colleges throughout the country, and our text books are the latest and best offered by the publishers of these systems. Standard makes of typewriters, billing, adding and duplicating machines, Burroughs complete system, Yawman and Erbe's filing cabinet and the Writer press of multigraph work. Bank posting machine, Victrola to teach typewriting. With its use a rythmical touch is developed and one acquires remarkable speed unconsciously.

The College Bank is a unique feature of students' ac-

tual practice. When students reach the Advanced Department, they take the windows of receiving and paying tellers, discount and collection clerk, act as correspondence clerk, keep the individual and general ledgers and, in fact perform the same routine of work as is carried on in our modern banking houses.

COURSES OF STUDY

COMMERCIAL.—Practical Bookkeeping, single and double entry; Banking, Business Arithmetic, Rapid Calculation, Business Law, Business English, Business Letter Writing, Business Spelling, Penmanship, Office Methods, Practice and Forms.

STENOGRAPHIC.—Shorthand, Touch Typewriting, Business English, Business Letter Writing, Business Spelling, Penmanship, Office Practice for Stenographers.

SECRETARIAL.—This is the full combined stenographic and commercial course. It is the most complete and best course that we or any similar school has to offer.

BURROUGHS MACHINE BOOKKEEPING.—Straight listing and adding, Bank Bookkeeping, Commercial Bookkeeping.

BURROUGHS CALCULATING MACHINE.—Correct methods of operating machine, practice lessons, wholesale and retail trade, various tables for figuring chain discounts, wheat, oats, corn, rye, steel beams, angles, timber.

SPECIAL.—We arrange special courses to meet individual requirements, such as English—"brushing up" in any subject needing review or special lessons. Academic—In this department all high school and preparatory subjects are taught. The instruction is practically all individual—home text books being used.

BUSINESS SPANISH.—The pupil is started off with the sounds and the correct pronunciation is quickly acquired; not only that but the pupil, after becoming familiar with

the various sounds is able to sound a new word for himself and easily reads at sight. The vocabulary work is chosen along commercial lines as much as possible and while grammatical Spanish is taught, the course has been drawn up along commercial lines more than literary ones.

Translation vocabulary dealing with business terms, business letters, accounting work in the form of giving billing receipts, elementary sums given out in Spanish so that the student may become familiar with the mathematical terms.

Conversation, telegrams, cablegrams, giving quotations, closing deals, remitting money, placing orders, banking terms, business terms, railroad terms, translations and readings from daily news, contracts, deeds, leases, consular invoices, masters receipts.

About nine months, on basis of six hours per week, devoted to this course will entitled the average pupil to diploma.

SCHOOL SESSIONS.

DAY SESSIONS.—The day school is in session from Monday to Friday, inclusive, excepting legal holidays; two sessions daily, 9:00 to 11:45 in forenoon and 1:00 to 3:30 afternoon.

NIGHT SESSION.—The same teachers, same courses of study and all the advantages of the day school are offered at the night session. This session is held only on Monday, Wednesday and Friday nights between the hours of 7:00 and 9:00.

TIME TO ENTER.

Students may enter any school day in the year. Each student is following an individual course of study. In consequence the beginner is not embarrassed by being placed in classes, but enters upon his work independent of all others and is charged from the date of entrance.

TALKS BY PROMINENT MEN.

We arrange to have prominent men give short talks to our students on various subjects beneficial to their welfare. These talks are very encouraging to pupils who feel that they have living examples of successful business men to follow. The sound practical advice of men noted for integrity in business dealings and leaders in their respective professions, is of lasting benefit to aspiring enthusiastic students.

EDUCATIONAL REQUIREMENTS.

We require that all students applying for admission shall have completed eight grades of public school work. It is true that business offers opportunities in most lines of endeavor to the ambitious only, but one must have some educational foundation on which build in order to successfully complete our courses and enter business with credit to himself and to the school.

An exception to this requirement is made when the applicant has passed public school age. We maintain an Academic Department and in such cases the student is required to devote such additional time to the Elementary subjects as the individual case demands.

When you are ready to take up a vocational training, we want you to investigate thoroughly the opportunities business offers, and take your training in our school.

TIME REQUIRED TO GET DIPLOMA.

No definite time can be stated, it depending to considerable extent upon the capabilities and diligence of the student; but an approximate estimate is in order as applying to the average student. It may, therefore, be stated with that with due diligence each course should be completed within nine months.

POSITIONS FOR GRADUATES.

We do not guarantee positions, but our record for the past year shows that less than one-third of the calls received for stenographers, bookkeepers, clerks and secretaries are filled because the demand is away ahead of the supply. The school maintains the enviable record of not a single graduate who wishes to work being unemployed.

W. J. LIDDY,

THE COOKMAN INSTITUTE.

Jacksonville, Fla., March 5, 1919.

The Hon. W. N. Sheats,
Tallahassee, Florida.

Hon. and dear Sir:

Enclosed please find reports for Cookman Institute, with purpose and founding of the school. The reports are mostly for last year as it is too early for me to tabulate this year's items.

Thanking you for this opportunity, and trusting that I have met requirements, I remain,

Very truly yours,

G. B. STONE,

Cookman Institute, one of the first schools in the State of Florida for the education of colored youths, was started in 1872. The first work was necessarily rudimentary, but grew as the years passed and the pupils advanced, until it developed into a Grammar School, then College Preparatory, Normal and Industrial. After the school was destroyed by the great fire of 1901 a new campus was purchased on the 1900 block, Davis street, well within the city limits, including sixty-three city lots

furnishing a splendid site for the convenient location of shops for manual training and ground enough for instruction in market gardening and other forms of agriculture.

Within the last few years the work has been greatly advanced. A year has been added to the Grammar department and the College Preparatory course; a standard four years Normal course added; a full Commercial course with a first class equipment of machines; the sewing department developed to include plain sewing, dress-making and fancy work; the course in music extended to include a Teacher's Training course with instruction in teaching music and practical experience in directing choral classes. A library of more than 1000 volumes has



Cookman Institute.

been secured. The school year has been lengthened to thirty-six weeks and the day to nine periods of forty-five minutes each.

Up to the present year the work at Cookman Institute

has included all the grades, but since the State passed the Compulsory Education law and the County has provided intermediate schools for all colored children the grades below the Grammar department have been ordered closed so that the funds available may be expended on the higher work. This will reduce the enrollment and the number of teachers but will greatly increase the efficiency of the work retained. About 13,000 pupils have been enrolled at Cookman Institute in its forty-seven years of service, and more than 50% of her graduates and many undergraduates have become teachers; many others have entered the professions of law, medicine, the ministry, etc., but a large part of all have continued in manual labor with increased efficiency.

The school is under the auspices of the Freedmen's Aid Society of the Methodist Episcopal Church. This society gives an annual appropriation towards the teachers' salaries besides special funds for repairs, improvements, etc. The Methodist Episcopal Conferences of the State contribute funds each year toward the maintenance of the school and friends give donations of scholarships for worthy pupils. Besides this, small fees are charged, the cost of the Grammar department being \$1.00 a month, the higher work \$1.50, music \$1.50 and the business course \$2.00; the price of board has been increased to \$10.00 which includes room-rent, light and heat. The grounds and buildings are valued at \$100,000.

The receipts for the year were:

Appropriation	\$3,200.00
Special	985.00
Tuition	1,810.00
Board, etc.	3,500.00
Donations	205.00
Conferences	905.00
Other Sources	240.00

Monthly Reports From Institutions.

Cookman Institute, Seniors and Faculty, 1919; other items mostly 1918; G. B. Stone, President:

TEACHERS, STUDENTS, RESIDENCE.

Faculty: Male 6, female 4, total 10; practice teachers, 5; total number students, counting none twice, 387.

Students Enrolled, Present Month: Male 142, female 245, total 387.

Residence of Students: In boarding-hall, 47.

ACADEMIC.

College Preparatory: Male, fourth year, 3; third year, 3; second year, 6; first year, 5; total, 17.

Female, fourth year, 1; third year, 1; second year, 2; first year, 1; total, 5.

Normal Course: Female, fourth year, 5; third year, 7; second year, 3; first year, 18; total, 33.

English Course: Male, eighth year, 6; seventh year, 11; sixth year, 8; fifth year, 11; fourth year, 16; third year, 18; second year, 7; first year, 34; total, 111. Total academic, male, 128.

Female, eighth year, 9; seventh year, 22; sixth year, 21; fifth year, 21; fourth year, 27; third year, 16; second year, 12; first year, 32; total 160. Total academic, 198.

MUSIC, ART, ELOCUTION, DISCIPLINE, BENEFICIARIES.

Students in Music: Vocal, 12; instrumental, piano 57.

DOMESTIC ECONOMY, COMMERCIAL AND ARCHITECTURAL
DRAWING.

Domestic Economy: Housekeeping, 24; sewing, 21; dressmaking, 6; others, 27. Total, counting none twice, 30.

Commercial: Bookkeeping, 9; typewriting, 8; stenography, 8. Total counting none twice, 9.

THE DAYTONA NORMAL & INDUSTRIAL INSTITUTE, DAYTONA, FLA. (FOR NEGRO YOUTH).

This institution is located in the negro settlement of Daytona, known as Midway. Daytona, on the Halifax River, is one hundred and ten miles south of Jacksonville, on the Florida East Coast Railway.

OBJECT.

The school stands for a broad, thorough, practical training. Its purpose is to train its students to become strong, useful Christian women, to afford them an opportunity to learn a vocation, so that when they leave the school they may be self-supporting, and by precept and example, in a definite way, may help to improve the condition of the communities in which they live. A sound body, a trained mind, hand and heart, is our idea of a complete education.

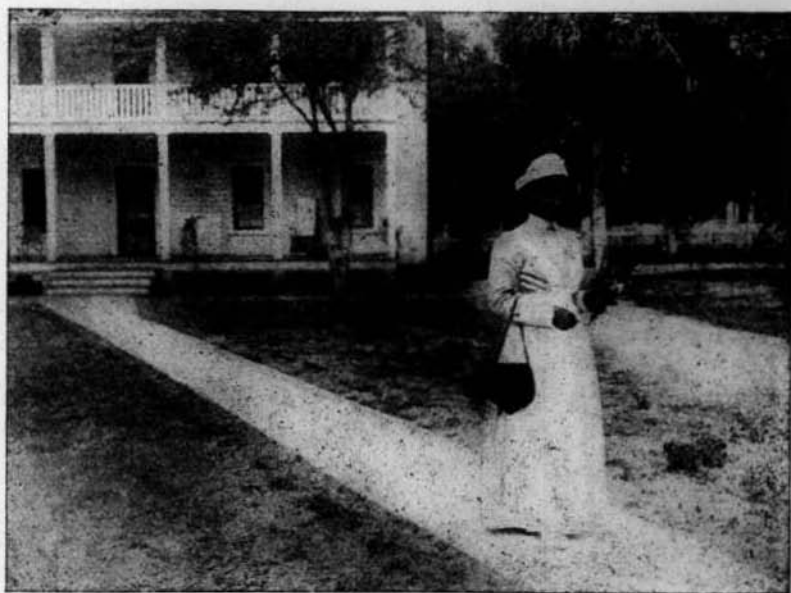
HISTORY.

In October, 1904, Mary McLeod Bethune established, in a little rented cabin, with five little girls, \$1.50, and a firm faith in God, the Daytona Educational and Industrial Training School for Negro Girls. By means of concerts and festivals, the first payment of \$5.00 was made on the present site, then an old dumping pile. With their own hands, teacher and pupils cleared away much of the rubbish. In 1905 a Board of Trustees and an Advisory Board were formed and the school was chartered.

In 1907 a four-story frame house, fifty by forty feet, was "prayed up, sung up and talked up," and now furnishes a dormitory for teachers and students, dining room, laundry, reading room, store rooms, bath rooms, etc. It is called "Faith Hall."

To the rear of the main building was erected a two-story frame structure, containing the school kitchen and domestic science room connected by a porch.

On the west corner of the campus was placed a neat four-room cottage used for broom-making, rug-weaving, chair-caning, basket-making and instrumental and vocal music.



Daytona Normal and Industrial Institute.

In 1909 it became necessary to acquire a farm on which might be raised stock, vegetables, etc., for use in the dining room and to provide a practical outdoor training for our girls. After six weeks' earnest work, the twelve-acre tract in front of the school was purchased and the deeds and titles turned over to the corporation. Making the needed improvements step by step, the farm now contains a barn, farm-house, syrup mill for making our own syrup and that of the commun-

ity, a poultry yard, piggeries, cow-barn, cows, one mule and two horses, farm implements, wagons, etc.

In 1914 a Model Home was built on the campus in order that our students might have practical training in the care of a real home.

In 1914, an additional west farm of six acres containing a two-story frame building was needed, asked for and procured.

In 1916 a well-equipped modern brick structure, containing offices and class-rooms, industrial and academic, was erected.

In March, 1918, the labors of the past 14 years were crowned by the erection and dedication of a fine spacious auditorium which is proving a blessing to the school and to the community.

EXTENSION WORK.

MCLEOD HOSPITAL AND TRAINING SCHOOL FOR NURSES.

About the year 1912, the trustees and ladies of the Advisory Board felt the necessity of extending our work, making of the school something of a community center; and the first effort in this direction was the erection of the McLeod Hospital and Training School for Nurses, there being none for the care of colored people on the East Coast below St. Augustine. In 1914 the hospital was enlarged. In 1917 it was again enlarged to contain 25 beds in accordance with the State requirements and the pressing needs of the community, and became duly registered.

TOMOKA MISSION.

In 1912, moved by the utter neglect of the children of the turpentine camp at Tomoka, six miles away, a work was started among them in a little house. The children were taught to be clean, truthful, honest and

helpful, to sing, to sew, and to sweep. As a result of the work of the institution a short term school was given these little ones. This mission has served as a splendid practice school for our senior class, at least one of whom has decided to devote herself to work in rural schools. We still go to them, teaching them sewing, housework, etc., and striving by precept and example to help them to a fuller, better life.

OUR RELIGIOUS WORK.

It is our object to give a thorough religious training. One great need of our people, beyond doubt, is Christian leadership. We are endeavoring to teach an every-day, practical religion. The Bible is prominent in every department of our work. It is the guide of our lives. We feel more keenly than we can express the necessity of preparing the girls entrusted to our care for the great religious duties of life. We believe this to be the foundation of a successful career. The very atmosphere of our school has a tendency to draw them nearer the path of right. We count the "Quiet Hour" as the most valuable period of our day. At morning and at night we set apart a period called the "Quiet Hour," when teachers and students tarry in the quiet of their rooms, in the great School of Prayer. In the early morning, ere the duties and the cares and perhaps the trials of the day begin, we send up this great wave of silent prayer; we kneel to have the day's cross placed upon our shoulders. At the close of the day, the tasks accomplished or neglected, the errors and the good deeds alike ended, we tarry on our knees and the humble petitions are wafted to the Throne, as we commit ourselves, our loved ones, our all, to His gracious care and keeping, and He lifts the cross. Standing in our room doors, the strains of the evening hymn, "Abide with me; fast falls the eventide!" may be heard; then "Good night!" and the day ends, as it began, with the Master!

Morning and Evening Prayer—The school assembles in Chapel morning and evening for devotional service.

Sunday Service.—The student body meets for Sunday School every Sunday morning at 8 a. m. At 3 p. m., the Temperance Legion service is held in the Chapel.

Religious Community Work.—In addition to the weekly visits of the Y. W. C. A. and Willing Workers, the student body is divided into groups and under the direction of a teacher, visits the several churches and assists in the work of the Sunday Schools.

Students and teachers make weekly visits to the Tomoka Mission and teach the little children to read, sing, say Bible verses, sew and play games.

PUBLIC BUILDING FOR BOYS AND MEN.

In 1913, on a lot near the school campus, one of the trustees, Mr. Geo. S. Doane, erected a neat, commodious building to be used in connection with our extension work, as a general reading-room and home for the Young Men's Christian Association, the only specific work being done for negro boys in this section of the State. This building has served as Red Cross Headquarters for the Daytona Colored Branch A. R. C. The busy hum of sewing machines, the click of the knitting.

SUMMER SCHOOL AND PLAYGROUND.

A summer school and playground is proving a blessing to the children of Daytona, who otherwise would spend the long summer days in idleness.

STUDENTS' ORGANIZATIONS.

Literary Societies: There are three literary societies in the school—the C. C. Mellor for girls in the high school department, the Mary McLeod Bethune for the intermedi-

ate, and the Amanda Smith for the younger students. The students elect their own officers, conduct their own meetings, and have weekly practice in recitation, essays and debates.

Athletic Club: Under the director of physical culture, the girls spend three periods per week in outdoor games. basketball, croquet, walking, running, etc., in addition to regular class exercises in physical culture.

Willing Workers' Society: A helpful organization of the younger girls doing effective social and religious work.

Christian Endeavor Society: flourishing organization of all students, holding weekly prayer meetings and contributing greatly to the Christian influence of the school.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

The most active and helpful Christian organization in the school. All girls sixteen years of age become members on entering the school. It is affiliated with the National Y. W. C. A., and enjoys periodic visits from the National Student Secretary.

By means of spiritual meetings, community services, instructive lectures, and unselfish giving, the Association is largely instrumental in the development of Christian character.

COURSE OF STUDY.

The school is divided into two general departments; Academic (comprising the Primary, Intermediate and High and Normal School) and Industrial.

The third and fourth years of the High School, added in 1915, are chiefly vocational, aiming to fit students to earn a living in their chosen vocations.

ACADEMIC DEPARTMENT.

Beginning with the Kindergarten, the course covers

the work of the Primary and Grammar grades, and the High and Normal School.

Great care is taken to train the students in a thorough, practical manner. Throughout the grades, the problems in arithmetic, the sentences in grammar, and themes in composition, are based upon the actual work done in the sewing-room, cooking department, dining-room and farm.

TEACHER TRAINING.—In the third year of the High School, the work of teacher-training is begun. A brief course in child-study, history of education and methods of teaching is given. Frequent opportunities for practice teaching, under an efficient critic teacher in kindergarten, primary and grammar department, in sewing-room, cooking department and in home-crafts, serve to prepare the pupil teachers for the work so much needed in the rural districts of training head, hand and heart.

SCIENCE.

A science room that is being rapidly equipped enables us to give the students an insight into the "mysteries of common things."

BUSINESS COURSE.

This course aims to train young women to meet the ever increasing demand for stenographers, typists and generally efficient business women. The course is thoroughly practical and is planned for the four years of High School.

The work of the first year in English and mathematics lays the foundation for the more technical work of the second, third and fourth years. The course embraces a study of simple contracts, partnership, corporations, banks and banking, insurance, liens, wills, mercantile

usages and simple accounts. Instruction and practice is given in the use and care of the typewriter. The touch method is taught, great stress being placed upon accuracy and speed. Text book Howard Pittman, Commercial Arithmetic and Commercial English are emphasized throughout the Course.

BIBLE.

The Sunday School Teachers' Training Class will afford unusual opportunities for accurate Bible study throughout the high school course.

MUSIC DEPARTMENT.

It is the purpose of the Music Department to train students to render effective service in churches, schools and communities. The department is in charge of two competent instructors.

PIANO FORTE.

This course consists of six grades, each pupil being given suitable exercises, studies and pieces from some of the best modern composers. Much attention is given to touch, technique and expression. Satisfactory examinations must be passed in each grade. The school owns six pianos and a regular practice period is given each student of the department.

VOCAL MUSIC.

The study of Vocal Music is compulsory, from the primary grades through the Normal School.

Much stress is laid upon the only American music, the negro folk songs. It is our aim to create a love for the songs of our foreparents, consequently they are reg-

ularly rehearsed and are sung at devotions on Sunday afternoons and upon most public occasions.

INDUSTRIAL DEPARTMENT SEWING.

Sewing has become so valuable an art that a young woman's education is no longer complete without a thorough knowledge of it. Because of its necessity and importance the demand for domestic art teachers, scientific seamstresses and dressmakers is great.

The value of economy in cutting, accuracy in sewing, delicacy in touch, the art of buying the various kinds, colors and qualities of materials, styles, trimmings and material suited to different types of figures, are all of importance.

The facts are so impressed upon the student's mind that they may become trained teachers, practical seamstresses, scientific designers, and thorough dressmakers.

Drafting is given with much care. The simple tape measure system is used instead of expensive charts.

OPTIONAL TRADES.

Students in the Intermediate or High School may take any two of the following trades:

Raffia.—Basket making, napkin rings, table mats, rug weaving, chair caning, broom making, dish mops.

COOKING.

Beginning with the fourth grade, the pupils are taught the care of the kitchen, fire-making and continue the course through the grades, learning to prepare plain, economical dishes, something of the nature and composition of foods, etc.

The model cottage serves as a practice school in which students are taught how to care for a real home. The cottage is small, but well appointed, neat and scrupulously clean.

MCLEOD HOSPITAL TRAINING SCHOOL FOR NURSES.

The McLeod Hospital, under the management of the Normal and Industrial Institute, Daytona, Florida, affords valuable opportunities for the training of young negro women to give good service in caring for the sick wherever opportunity is presented.

The course of instruction covers three years. The theoretical knowledge is obtained from lectures, demonstrations and classes.

The practical experience in medical, surgical, gynaerol-ogical nursing and that in the care of children is gained in the wards of the hospital.

AGRICULTURE.

Dairying.—In this study special attention is given the care of milk and milking utensils, the testing of milk, creaming milk by the gravity method, ripening and churning cream and butter making. The student is trained in these operations by actually performing them in the dairy.

POULTRY RAISING.

This course includes a study of breeds and fowls; general care, natural and artificial methods of hatching and raising chicks; the location, construction and furnishing of poultry houses; diseases and parasites common to fowls.

HOME GARDENING.

The course in home gardening is planned to teach the girls the value of the study of plant life and under what conditions it can best be developed, to show them an opportunity in every square foot of land that lies about them and what can most profitably be grown upon it. To aid in this work, each student in the class, when suf-

ficiently advanced, is given one hundred and fifty square feet to study and develop. Surprising results have been obtained by this method and an excellent opportunity for self-help is thus afforded the girls.

RESULTS.

The work, which began in 1904 with five little girls and \$1.50 in money, has grown into a flourishing institution. Hundreds of girls have been influenced for good and are working earnestly for the good of their communities. As teachers, trained nurses, county demonstrators, college students, cooks, maids, laundresses, housewives, they, in many instances, are living up to their school motto, "Not to be ministered unto, but to minister."

In our little hospital, more than 200 a year, aggregating about 1,400 patients have been treated, 300 operations have been performed, 2,700 dispensary patients have received treatment, and two nurses have been graduated and are working acceptably in hospitals and in homes of white and colored citizens. Our nurses are in great demand, and are never without employment.

MARY McLEOD-BETHUNE,
Founder and Principal.

FESSENDEN ACADEMY AND INDUSTRIAL SCHOOL.

Fessenden Academy, Fla.

Number in faculty—Male, 2; female, 8.

Courses Offered—Elementary, High School, Manual Arts, Domestic Art, Domestic Science, Instrumental Music, Vocal Music.

Attendance	Male	Female.
Elementary	5	25
High School	94	118
Total.....	99	143

TERMS OF ADMISSION.

For membership in this school applicants must have a good moral standing. Those from abroad should bring letters of recommendation.

Day students and boarders are under the same general regulations of the school. All students should be present at the beginning of the school year and remain the entire school session if possible.

For a student to retain his place in his class all lessons lost for any reason must be made up. Those who do not make up lost lessons will not be allowed to take the term examinations and hence will not be promoted. Students absenting themselves from examinations will be required to take such examinations before being promoted, and a charge of twenty-five cents will be made for the same.

Students from abroad are advised not to travel on the Sabbath. Those who intend to leave school during the session should notify the principal.

Students are required to attend the industrial classes with the same regularity as they do their other classes. They must provide their own books.

Firearms, snuff, tobacco, intoxicants and profanity will not be allowed on the grounds nor tolerated in any way. Students are not expected to leave the school grounds without an excuse from the principal or the matron of the hall in which they live.

EXPENSES.

Tuition in Elementary Grades, per month.....	\$.75
Tuition in High School, per month.....	1.00
Tuition in Instrumental Music, eight lessons per month	1.75
Board, per month	9.00
Extra Examinations, each.....	.25
Incidental fee	1.00
Laboratory fee	.50
Library fee	.25

VALUE AND CONDITION OF PLANT.

Vale of plant.....	\$49,300.00
Condition of the plant is good.	

THE POLICY OF FESSENDEN ACADEMY.

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of life; to give them that mental discipline which, when combined with the industrial, will fit them to fill with honor and proficiency, the practical and responsible places in the various communities where they may live.

ENDOWMENT AND GENERAL OUTLOOK.

The school has no endowment.

The General outlook is good.

H. S. BARNWELL, Principal.

FLORIDA MEMORIAL COLLEGE.

Live Oak, Fla., Feb. 25, 1919.

Hon. W. N. Sheats,
Superintendent of Public Instruction,
Tallahassee, Fla.

Dear Sir:

In response to your request for a statement concerning Florida Memorial College, I am sending the following report.

Thanking you for the opportunity, I am,
Respectfully yours,

A. C. CURTWRIGHT,
President Florida Memorial College.

Florida Memorial College is the oldest school in the State for negroes, being now in the midst of its thirty-ninth year's work.

The founders of the school believed that the Bible could not be left out of one's education without doing irreparable injury to the individual, so they planned the school to promote Christian education.

While it is a denominational school, the ownership being vested in the General Baptist State Convention, its doors are open to every one who is seeking knowledge. Candidates for the ministry are given free tuition. During the years of its existence the school has sent out many strong ministers and Christian teachers and workers whose services are a benediction to the race.

While the school is chartered to do regular college work, none is being attempted now, but all of our energies are being put into the development of the departments named.

The organization of the school embraces the following courses: Grammar school, college preparatory, teacher training and divinity. Instruction is also given in music, domestic art and domestic science, shorthand and typewriting.

THE FACULTY.

The faculty consists of ten teachers, three males and seven females, and come from some of the leading colleges of the South, some having studied at some of the Northern universities. It is the hope of the trustees to build up by careful selection, a strong force of efficient workers, consecrated to the cause of Christian education.

A new feature is the teacher training course, with subjects covering the work as outlined by the State Superintendent for such a course.

The chief purpose of this course is to train teachers for the public school. Realizing the fact that an urgent necessity for the public school for our people is better trained teachers, the administration of Florida Memorial College is putting forth strenuous efforts to fill that necessity, and most earnestly craves the co-operation of the State Superintendent, County Superintendents and all others of influence in helping to make this course a real benefit to the public schools of the State. We shall appreciate any suggestions and constructive criticism, and shall do all in our power to increase the effectiveness of the schools among our people by supplying better teachers for them.

ENROLLMENT.

Like everything else, the school has been hit by the great world war, and thus the enrollment this year is not quite so large as usual, some of the boys being in camp, and others in France. The average enrollment is 250.

As this is the first year of the Teacher Training Course, the number is small, there being only two. Preparatory School, 46; Grammar School, 180; Divinity, 4.

COST OF BOARD AND TUITION FOR ACADEMIC YEAR.

Board, including table fare, room rent, fuel and light	\$80.00
Tuition for Grammar and Preparatory	8.00
Tuition for Divinity School	Free
Tuition for Domestic Art	16.00

All bills are payable in advance, and students are not permitted to enter classes without a card showing that their accounts have been settled.

VALUE AND CONDITION OF PLANT.

There are six frame buildings on a campus of twelve acres, six blocks from the postoffice, and is a very desirable location for a school, being high and dry. The buildings are in need of repair. A conservative estimate of the value of grounds, buildings and furnishings is about \$30,000.

ENDOWMENT.

The school has no endowment, has no board behind it, but is dependent for maintenance upon funds collected from Baptist churches through direct contributions, and through Associations and the Convention, and upon individual contributions.

GENERAL OUTLOOK.

As the school has been recently taken over by the General Baptist State Convention representing about 80,000 Baptists, it is hoped the small debt hanging over the school will be wiped out, new buildings erected and furnished, and new courses added in Agriculture as we are in a farming section and instruction along this line is much needed.

We hope also to open up a community center so that

those who work might be reached through it and helped, and thus the whole State benefited indirectly. Nothing can be done by way of endowment until these needed improvements have been made.

A. C. CURTWRIGHT, President.

ROBERT HUNGERFORD NORMAL AND INDUSTRIAL SCHOOL.

Mr. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

My dear Mr. Sheats:

Replying to your request for a report covering the work of our school I have the honor to submit the following:

The Robert Hungerford Normal, High and Industrial School, located at Eatonville, Fla., has a faculty of ten teachers (including the principal), eight of whom are females.

The work of the school is organized into the following departments: (a) Acaemic, consisting of a grammar division of eight grades; (b) Normal and High School, consisting of four years; (c) Teachers' Training Course consisting of two years; (d) Agricultural and Trade School or Mechanic Arts, and (e) Home Economics.

The aim of the school is to give colored boys and girls a deep conception of a moral, intellectual, religious, industrial and Christian education, so that they may prove more serviceable in the uplift of humanity and be a blessing to their respective communities by precept and example. The school also aims to teach the dignity of labor by bringing trained intelligence into every operation performed. Finally it is the aim to instill a love for modesty, alertness in action, tidiness in person and habit,

uprightness in deportment and to treasure the sacredness of womanhood and manhood.

At present the school has an enrollment of 91 students, in the grades (36 males and 55 females), and five in the High School (all of whom are females). It may be added that the enrollment necessarily reflects war conditions, but the school is proud of the fact that its teachers and students contributed their share so cheerfully to our country at a time when it needed them most.

In general the terms of admission are as follows: Day school classes are intended for those who are able to pay most of their expenses in cash each month, while the night school classes are provided for those who wish to specialize at some trade during that day or whom are unable to meet any considerable part of their expenses in cash.

The school thus makes it possible for any deserving young man or woman to obtain an education, which fits them to meet their economic needs and therefore for a better enjoyment of citizenship.

The cost of board, laundering, lights, heat, rooms, etc., is ten dollars (\$10.00) per month. An entrance fee of \$3.25 and an athletic fee of 50 cents are also charged. The cost of books depends upon the grade or class in which a student may be placed. It ranges, however, from \$2 to \$6 for the Grammar School and from \$6.50 to \$8 for the High School.

As to clothing, older girls are required to have a uniform consisting of a blue serge skirt and white waist, a coat, overshoes and an umbrella.

Boys are required to have a blue serge uniform and cap not to cost more than \$16.50. Uniforms are not only economical (making a large quantity of clothing unnecessary), but also places the student upon one general level in dress and enables them to present an appearance of neatness and cleanliness which otherwise would be impossible.

The plant includes three large two story buildings and nine small buildings. The school also has 350 acres of land, forty acres of which are more or less under cultivation. The present property valuation is \$75,000 and the endowment fund is \$13,000.

The general outlook is bright and full of promise providing the school can obtain such aid as will enable it to carry forward its plans. Most of our students come from the State of Florida and after graduation they become home-makers and leaders in various communities scattered over the State. Others settle elsewhere and in all cases become contributing factors for the general uplift of the people at large. And, too, attention is also invited to the splendid records which many undergraduates are making. For one reason or another many leave school before completing the prescribed course of study. But they have caught enough of the spirit and purposes of the school to do valuable work wherever they go.

The students and graduates of the Robert Hungerford Normal and High and Industrial School are thus a very valuable asset to the State and to the Nation.

It is, therefore, felt that the school should share much more largely in the State's appropriations for the educational purposes so that the work could be placed on the highest possible plane of efficiency.

Respectfully submitted by,

(MRS.) M. C. CALHOUN, Prin.

CHAPTER XIII.

STATE CONFERENCE OF COUNTY SUPERINTENDENTS, MEMBERS OF BOARDS OF PUBLIC INSTRUCTION, SCHOOL TRUSTEES AND HIGH SCHOOL PRINCIPALS AT TALLAHASSEE, FLA., MARCH 18-20, 1919.

It will be noticed that this chapter deals with events occurring after the close of the two-year period for which this Biennial Report is made. I include these matters for the reason that the addresses of the members of the recent conference give us their latest expression upon many vital and important educational subjects of the day. The gentlemen who have discussed these subjects represent almost every county of our State. They are fresh from active school work in their various fields. They understand the needs of the schools of today and are able to make recommendations for such laws and such changes of laws as will greatly benefit the public schools of the State. The views and principles which they have expressed are based upon experience, and are, therefore, worthy of the highest consideration by legislators and the public generally. Space in my Biennial Report permits me to publish only a part of each of the addresses. I have attempted, however, to publish the most vital and instructive parts of each address.

Two very profitable evening sessions were held, at which addresses by eminent speakers were made upon educational topics of a general nature or upon other current topics of the day. These addresses were given by Governor Sidney J. Catts; Hon. Lawton B. Evans, of Augusta, Ga.; Hon. Lewis H. Carris, of Washington, D. C.;

Hon. J. L. Randall, Director School Garden Work; Hon. J. F. C. Griggs, Director War Savings Committee, and Hon. Owen R. Lovejoy, Secretary National Child Labor Committee.

State Conference of County Superintendents, members of Boards of Public Instruction, School Trustees, and High School Principals at Tallahassee, Florida, March 18-20, 1919.

PROGRAMME.

TUESDAY, MARCH 18, 1919.

(Day Sessions Held in Leon County Court House)

9:30 A. M.—Invocation.....Rev. J. D. Adcock

PRELIMINARY EXERCISES.

I. *Compulsory Attendance Law:*

- (a) Is a Statewide Law Necessary?.....
.....Supt. J. Homer Kelly
- (b) Will Public Sentiment Generally Approve a
Statewide Law?.....Supt. A. B. Johnson
- (c) Probable Effect of a Statewide Law on School
Finances.....Supt. C. E. Yowell
- (d) Effect of Enforced Negro Attendance.....
.....Supt. C. H. Gray
- (e) Salient Features to be Incorporated in a State-
wide Law.....Supt. D. D. Corbett
- (f) Advisability of Enacting Local (County) Com-
pulsory Laws.....Supt. A. S. Edwards
- (g) Lessons of Experience under Present Law.....
.....Supt. J. E. Knight
Discussion opened by.....Supt. C. R. M. Sheppard
Continued byVolunteers

II. *School Finances:*

- (a) Will the Ten-Mill Amendment Meet Present

- Emergencies and Insure Future Progress?....
Prin. B. B. Lane
- (b) Extent to Which It Will Permit Better Salaries
 for TeachersSupt. J. A. Jackson
- (c) Present Investment of State School Fund and
 Necessary Steps to Convert It Into a Fund to be
 Loaned to County School Boards.Supt. B. D. Gullett
- (d) Is the Present Depository Law Satisfactory?..
Supt. Dixie M. Hollins
- (e) Probable Effect on School Finances of Separat-
 ing State and County Taxation..Supt. G. W. Tedder
 Discussion opened by.....Supt. J. H. Brinson
 Continued byVolunteers
- 3:00 P. M.—

III. Consolidation of Schools:

- (a) Conditions Favoring It in Florida..Supt. R. E. Hall
- (b) Waste Through Want of ItSupt. W. E. Keen
- (c) Relative Efficiency From the Standpoint of
 the PupilPrin. P. H. Hensley
- (d) How to Overcome Opposition to it.....
Supt. Wm. T. Kennedy
- (e) Type of Teacher Needed for the Success of
 a Consolidated SchoolPrin. J. I. Reece
- (f) Solving the Transportation Problem.....
Supt. J. M. Holding
 Discussion opened by.....Supt. F. A. Hathaway
 Continued byVolunteers

(SESSION IN HIGH SCHOOL AUDITORIUM.)

8:00 P. M.—

Address.....Hon. Sidney J. Catts, Governor of Florida
 A New Education for a New America—Hon. Lawton B.
 Evans, Superintendent of Schools, Augusta, Ga.
 Vocational Education and Legislation Suggested—Hon.
 Lewis H. Carris, Acting Director, Federal Board
 for Vocational Education, Washington, D. C.

School Gardens—J. L. Randall, Regional Director, United
States School Garden Work.

WEDNESDAY, MARCH 19.

9:30 A. M.—Invocation.....Rev. S. W. Lawler

IV. Vocational Education:

- (a) The Age of Grade When It Should Begin
.....Prin. J. T. Diamond
 - (b) The Vocations that Should Be Taught in
Florida, and to Whom....Prin. H. P. Carpenter
 - (c) To What Extent Should State Aid Be
GivenSupt. E. R. Poppell
 - (d) Effect of Its Introduction on Educational
Efficiency—Will It Weaken or Strengthen?Prin. J. M. Guilliams
 - (e) Ways and Mean of Preparing and Procur-
ing Teachers for Such Instruction....
.....Hon. S. Phillips
- Discussion opened by.....Supt. H. J. Dame
Continued byVolunteers

V. Examination of Teachers:

- (a) Is the Existing System an Improvement
on the Old?Supt. P. G. Shaver
 - (b) Objectionable Features in the Present System..
.....Supt. J. R. Lites
 - (c) Necessary Amendments to Perfect the Present
System.....Prin. A. D. Keen
 - (d) Effect of the Addition of a State Grading Com-
mittee.....Supt. G. H. Tompkins
 - (e) An Ideal System for the Examination and Cer-
tification of Teachers.....Supt. Dixie M. Hollins
- Discussion opened by.....Supt. W. O. Lemasters
Continued byVolunteers

3:00 P. M.—

VI. *County Superintendents:*

- (a) Necessary Qualifications for—Scholastic, Profession and Executive.....Supt. E. R. Simmons
 - (b) Practical Problems in School Visitation.....
.....Supt. J. D. Smith, Jr.
 - (c) Relative Value of School Supervision and Office Duties.....Supt. C. H. Price
 - (d) The Advisability of Prescribing by Law Requirements for Eligibility for the Office.....
.....Prin. Chas. M. Jones
- Discussion opened by.....Supt. F. S. Hartsfield
Continued by..... Volunteers

VII. *County Boards of Public Instruction:*

- (a) The Objections to the Present Method of Selection.....Dr. A. Leight Monroe
 - (b) Arguments For and Against Making the County Superintendent ex-officio a Member.....
.....Supt. Jno. A. Moore
 - (c) Arguments For or Against Increasing Membership to Five and Making Women Eligible.....
.....Supt. M. R. Robinson
 - (d) Reasons for Making the Term of Office Four Years.....Supt. F. M. Nelson
- Discussion opened by.....Hon. W. A. Allen
Continued by..... Volunteers

7:00 P. M.—Dinner at Florida State College for Women,
Tendered by Faculty and Students.

(*Evening Session in College Auditorium*)

8:30 P. M.—Invocation.....Rev. R. G. Newsome

Thrift in School Curricula—Hon. J. F. C. Griggs, Director, Florida War Savings Committee.

Child Welfare—Hon. Owen R. Lovejoy, General Secretary, National Child Labor Committee.

Minimum Requirements for Graduation and for Degrees Conferred by Florida Colleges—Dr. A. A. Murphree, President, University of Florida.

THURSDAY, MARCH 20.

9:30 A. M.—Invocation.....Rev. Francis Yarnall

VIII. *Rural Schools:*

- (a) Consolidation, the First Step for Improving....
.....Supt. F. S. Jackson
- (b) Making the School a Community Center, the
Second Step.....Supt. L. L. Owens
- (c) Ways and Means for Preparing and Securing
More Efficient Teachers.....Supt. E. E. Smith
- (d) Relation of Social Environment to the Shortage
of Rural Teachers.....Hon. W. T. Cash
- (e) The Work of Rural School Inspectors, the Num-
ber Adequate for the Work.....Hon. R. L. Turner
- (d) The Feasibility of Teaching Therein Vocational
and Industrial Subjects.....Prin. M. P. Geiger
Discussion opened by.....Hon. S. Phillips
Continued byVolunteers

IX. *High Schools:*

- (a) Standardization—Necessity for and What Should
Be the Requirements.....Prin. J. H. Workman
- (b) Feasibility and Desirability for State Aid....
.....Supt. T. W. Lawton
- (c) Teacher Training in.....Prin. E. L. Robinson
- (d) Which Courses Should be Mandatory and Which
ElectivePrin. R. M. Sealey
- (e) Should Non-Accredited Schools Be Encouraged
to Meet, Without Added Expense, as Many as
Possible of the High School Requirements?...
.....Prin. W. B. Cate
Discussion opened by.....Hon. W. S. Cawthon
Continued byVolunteers

3:00 P. M.—

X. *State Normal Schools:*

- Is One or More a Present Imperative Educational
Demand in Florida?.....Prin. W. H. Cassels

Discussion opened by.....Supt. J. J. Kennedy
Continued byVolunteers

XI. *State Uniformity of Text-Books:*

What, if Any, Changes Are Necessary in Books
Adopted?.....Supt. S. H. Taylor
Discussion opened by.....Supt. C. W. Lockey
Continued by.....Volunteers

XII. *County Institutes:*

- (a) Value and Organization—Should Attendance
be Mandatory?Supt. J. W. Sherrill
- (b) Are They Necessary to General Educational
Progress in a County?Supt. J. H. Varnum
Discussion opened byPrin. M. M. Bryant
Continued byVolunteers

XIII. *State Course of Study:*

- (a) Does the Present Course Meet the Requirements?
.....Supt. S. J. Overstreet
- (b) Should Its Use be Made Mandatory?.....
.....Supt. J. Flake Durham
Discussion opened bySupt. A. A. Core
Continued byVolunteers

XVI. *The Examination of Pupils:*

- (a) The Desirability of County Uniform Examinations
.....Supt. W. F. Osteen
- (b) Should High Percentages in Class Recitation
Exempt From Examinations?Supt. C. K. Allen
Discussion opened bySupt. J. W. Sanders
Continued byVolunteers

XV. *Teachers:*

- (a) Relation of Teachers' Salaries to Teacher Short-
ageSupt. J. W. O'Hara
- (b) To What Extent Should Salaries Be Based Up-
on Certificates?Supt. J. D. Dugger

- (c) To What Extent Should They Be Based on Experience?Supt. G. J. North
- (d) To What Extent Should They Be Based on Summer School Attendance? ..Supt. R. E. Turner
- (e) Should Equal Salaries Be Paid City and County Teachers, Qualifications Being Equal?.....
.....Supt. W. C. Pryor
- Discussion opened bySupt. V. S. Lowe
- Continued byVolunteers
- Reports of Committees.*
- Adoption of Resolutions.*
- Adjournment.*

MINUTES.

The Annual Conference of County Superintendents, School Officers and Principals of schools held at Tallahassee, March 18-20th, was opened on the morning of the 18th by State Superintendent W. N. Sheats at 9:30 o'clock. A prayer was offered by Rev. J. D. Adcock.

Addresses of welcome were delivered by Hon. C. O. Andrews who represented Mayor McCord and by Dr. Edward Conradi. The two addresses of welcome were responded to by Hon. S. Philips. A talk was then made by Supt. W. N. Sheats setting forth the objects of the Conference and the necessity for every County Superintendent to be present. The Conference was then organized for the session. Supt. W. N. Sheats was made chairman by consent and Dr. A. Leight Monroe was elected temporary chairman. J. C. Compton was elected secretary. A roll call by counties was then made and the following found to be present:

Alachua County—Supt. E. R. Simmons.

Baker County—Supt. J. D. Dugger, E. P. Dinkins, Board Member.

Bay County—Supt. F. M. Nelson.

Brevard County—Supt. S. J. Overstreet.

Clay County—Supt. G. J. North.

Columbia County—Supt. J. R. Lites, Principal W. H. Stephens.

Dade County—Supt. R. E. Hall, Dr. A. Leight Monroe, Board Member.

Duval County—Supt. F. A. Hathaway.

Escambia County—Supt. A. S. Edwards, Judge E. D. Beggs, Board Member.

Hernando County—Supt. W. O. Lemasters, B. B. Smith, and J. W. Morgan, Board Members, Principal P. H. Hensley.

Hillsborough County—Supt. J. E. Knight.

Holmes County—Principal L. R. Sims.

Lafayette County—Supt. J. Homer Kelly.

Lake County—Supt. W. T. Kennedy, L. M. Johnson and C. W. Bayless, Board Members, Principal S. A. Draper.

Leon County—Supt. F. S. Hartsfield, W. D. Adkison, Board Member, C. O. Andrews, Trustee, R. M. Sealey, Principal.

Levy County—Supt. W. F. Osteen.

Liberty County—Supt. R. E. Turner.

Madison County—Supt. G. W. Tedder, S. T. Corbett, Board Member, W. B. Cate, Principal.

Manatee County—Supt. B. D. Gullett.

Okeechobee County—Supt. R. E. Hamrick.

Orange County—Supt. A. B. Johnson, Miss Flora Brown, Traveling Teacher.

Osceola County—Supt. C. E. Yowell.

Palm Beach—Supt. W. E. Keen.

Putnam County—Supt. C. H. Price, A. P. DeWolf, Board Member, M. P. Geiger, Principal.

St. Johns County—Supt. D. D. Corbett.

St. Lucie County—Supt. E. E. Smith.

Santa Rosa County—Supt. J. D. Smith, Jr., B. A. Higdon, Board Member, Principal H. S. Bowden.

Seminole County—Supt. T. W. Lawton.

Sumter County—Supt. G. H. Tompkins.

Suwannee County—Principal H. G. Metcalfe.

Volusia County—Supt. C. R. M. Sheppard.

Wakulla County—Supt. C. K. Allen.

Washington County—Supt. J. H. Varnum.

Rural School Inspectors, S. Phillips and R. L. Turner;
High School Inspector, W. S. Cawthon, State Superintendent, W. N. Sheats, and Dr. Conradi, President Florida State College for Women.

A later roll call showed the following additional Superintendents, other school officers and principals present at the conference:

Alachua County—Principal L. Golden.

Bradford County—Supt. E. R. Poppell, Principal R. A. Green and Board Member, L. C. Powell.

Broward County—Principal B. B. Lane.

Citrus County—Supt. H. J. Dame, Assistant Supt. I. O. Fender.

Dade County—Board Member, A. L. Hearn.

Gadsden County—Supt. C. H. Gray, Principal J. A. Youngblood, C. H. LeCross.

Hillsborough County—Principal E. L. Robinson.

Holmes County—Agri. Teacher Ross Masters.

Jefferson County—Supt. S. H. Taylor, Trustee W. E. Sheppard, Board Member, J. F. Williams.

Marion County—Supt. J. H. Brinson, Board Member, A. J. Stephens.

Monroe County—Supt. V. S. Lowe.

Okaloosa County—Supt. W. C. Pryor.

Pinellas County—Supt. Dixie M. Hollins.

Suwannee County—Supt. J. W. O'Hara.

Walton County—Supt. J. J. Kennedy, Principal W. T. Tiller.

A committee on committees was then appointed by the chair, consisting of Hon. E. D. Beggs, of Pensacola; Rural School Inspector R. L. Turner and Supt. D. D. Corbett.

The committee on committees recommended the appointment of a committee on resolutions and a commit-

tee on legislation, each to consist of five members. This number was afterward increased to seven members.

The committee on resolutions as appointed consisted of the following persons: Supt. F. A. Hathaway, E. D. Beggs, Dr. A. Leight Monroe, Supt. R. E. Hall, Supt. J. E. Knight, Principal P. H. Hensley and Inspector S. Philips.

The committee on legislation as first appointed consisted of the following seven persons: Superintendents R. M. Sheppard, C. W. Tedder, C. H. Gray, D. D. Corbett, J. E. Knight, J. H. Brinson and Principal R. M. Sealey. Later the committee was increased to fifteen members, and the following were added to it: Superintendents F. A. Hathaway, R. E. Hall, Dixie M. Hollins, Principals W. B. Cate, R. A. Green and W. T. Cash.

ADDRESSES AND DISCUSSION.

TOPIC I.—COMPULSORY ATTENDANCE LAW.

(a) IS A STATEWIDE LAW NECESSARY?

By SUPT. J. HOMER KELLEY.

To this interrogatory my answer is, yes unequivocally. And I believe that I would be justified in stopping just here without further discussion and leaving the burden of proof with the politic fellows who are afraid of the negro in the woodpile. However, since the Confederate War the South has suffered in general and Florida in particular, as no other nation or section has ever suffered before, will ever suffer again, from the ever-present delusion, the fear of negro domination, but the time has come when it is expedient—yea when the exigencies of the occasion demand that Florida, Phoenix-like, arise from the ashes of a dead past, and do justice to herself and to her rising generation and all those who come after.

I shall not attempt to discuss this matter from an ethical standpoint, but shall in as simple language as I can command try to present in martial array the unanswerable logic of the situation.

Since it is conceded by the most rabid opponents of the public school system that a common school education is a good thing for all the people of the State, and since by no other means at our disposal will all the children ever be brought into school, why not cast beautiful phrases about personal privilege and all other time-worn and threadbare sayings to the wind, and adopt and apply the most sensible method, and the one long since in use in all the states, except Mississippi, in some form.

As an officer and an ex-teacher it is my experience that the most common indictment laid at the door of the common school is that the teacher is no good, and, unfortunately, this is oftentimes only too true. And I believe it was Dr. White who said that, "As the teacher is so is the school." Under the present system with which we are operating the teacher must necessarily lead a dual existence, dividing her energies and her ability between getting and keeping the children in school on one hand and teaching them from the text on the other.

It is a simple psychological fact that under a condition of this kind you cannot expect the very best service from the teachers. I would not have the teachers stripped or relieved of the common every day courtesies of life, nor do I believe that those who are worthy of the vocation whereunto they are called would be the less courteous, if this heavy heavy hangs over my head, were removed, but I do know that teachers are very much like other ordinary human beings, and when they are under a dread for their positions, they can not from the very nature of the situation render the best of service, and for this reason if for no other, I believe this condition ought not to maintain.

Now, ladies and gentlemen, you will pardon me for be-

ing personal, but in my county and also in Taylor county, where I was born and reared, and possibly in others, it is too often the case that one man can withdraw his children and force the school to suspend for failure to maintain the legal average. This is caused from the fact that we have a sparse population and the schools in the thinly settled sections are sometimes made up by the children from two or three homes. In cases of this kind this man's children are robbed and he is also instrumental in robbing his neighbors' children. I have heard children say, "if that teacher punishes me, my Pa will stop me from school, and the school will break down." In the very nature of the case if a child knew the morning that the school opens that, come what may, there is no chance to evade attendance unless he is sick, he would be a better pupil than if he is laboring under the impression that if the work becomes laborious he can lay off. The child would be more amenable to discipline, he would be more studious, more courteous to his fellows and he would form habits of devotion to duty and care for the details of daily studies that would be an anchor to his soul in the great future battle of life.

Now I approach this phase of my subject with fear and trembling and there is but one thought that impels to this duty, love of the child. Unfortunately, the home environment of entirely too many of our children is not all that could be desired, and a great many of them come from homes where the parents do not care whether the children attend school or not, and they really a little prefer that they do not attend.

If Jesus in His loving kindness meant what He said, when He commanded the unprofitable servant to be bound and cast into outer darkness and what he had to be given to the man who had ten talents, I can but tremble when I contemplate the fate of this class of citiezens. And you know their number is Legion. If we had had a compulsory attendance law during recent hostilities, I do

not believe we would have sent so many men to the army because of vagrancy. If these conditions are allowed to maintain the number of this class will increase and I do not believe any other remedy will suffice.

For my part I do not believe that the State of Florida has the moral right in equity to say to one man who has no children, you shall pay thirteen mills annual school tax, and at the same time say by implication to another who has no property, but who has several children, you need not send them to school unless you so desire.

We are not instructing more than 50% of the children of the State now and in sections, I do not believe that we are reaching that large a percent. In many counties a Compulsory Attendance Law would double the enrollment to begin with, not to mention the average daily attendance. In many school the attendance of those already enrolled would be quadrupled. Dr. Munroe told us at Gainesville last May that in Dade, the first month under Compulsory Attendance the average was 90% of the enrollment and after that in the face of an epidemic of German measles, common measles, mumps, poverty, and all the other ills to which humanity is heir the average was from 85% to 87%.

The chief business of this generation is to educate and train the next generation of citizens, and all other matters are of secondary importance. And in a republic like ours all power is inherent in the people. Not any part of them, not the aristocracy, not the laboring classes nor any other sect, but in all the people. And for this government to attain and maintain its greatest efficiency in the bright constellation of nations, and assume her proper place at the head of the class, where she, thank God, has elected to take her stand, it is necessary to have an intelligent and educated citizenship. This nation can no more be normal with a great number of her citizens bound in mental serfdom than can a man whose right arm is paralyzed. To the south of us lies Mexico, a sister re-

public, rich in all the natural resources that God in His infinite wisdom has seen fit to bestow on any people, but you can readily see from her what to expect from an ignorant, illiterate and vicious citizenship. While across the Atlantic is Russia, her exact counterpart, a traitor to her plighted word, an outlaw in the school of nations, renouncing her national obligations, and preaching the doctrine of Free Love and Might Knows No Law. Let us hope and trust that our people will learn from the lessons taught at such fearful cost and such great hazard.

WILL PUBLIC SENTIMENT GENERALLY APPROVE A STATE-WIDE COMPULSORY ATTENDANCE LAW?

Supt. A. B. Johnson discussed this subject, and said that undoubtedly public sentiment now demands a mandatory compulsory educational law. He based his judgment upon the following information:

The recent war drafts have shown such a large percentage of ignorance in the United States that it has aroused in the minds of our citizens a demand that such ignorance must be overcome.

In many of our rural districts there are many boys and girls who never enter a school room and who cannot read or write their own names.

Our school buildings and equipment are able to accommodate all the children of the State, and it is only a question of getting them into the schools.

The late war has started the people of our State to reading upon the subject of education as they have never read before.

The foregoing and other reasons have convinced our people that compulsory attendance upon our schools is a necessity.

TOPIC I.—COMPULSORY ATTENDANCE LAW.

(C) PROBABLE EFFECT OF A STATEWIDE LAW ON SCHOOL FINANCES.

SUPT. C. E. YOWELL.

Supt. Yowell said:

In looking over the State Superintendent's report for 1916 he noticed that the average attendance for both races was 66% of the enrollment, and assuming that every county would desire to take care of every pupil of school age under a compulsory law, he believed that the increase of 40% in taxes under the 10 mill amendment should take care of the gain of 34% in the enrollment of pupils without increasing the financial difficulties to any great extent.

As to the question of an attendance officer: There should be one for each district, or town, and he believed that 5% of the cost of maintaining the schools would pay the salary of the attendance officer. He said that in the two districts in Osceola County which now have compulsory attendance—or one district and one town—at Kissimmee, the white janitor of the school is made attendance officer and paid \$25 per month in addition to his salary as janitor to look after the delinquent pupils, and is doing the work well. In the district the same arrangement is made—the janitor of one of the schools is attendance officer for the district and is paid, in addition to his salary as janitor, \$20 per month for the town school and \$6.00 per month for each rural school. He thought that a compulsory law could be enforced without taking too much of the county money with the additional money to be raised by the 10-mill amendment.

Supt. A. S. Edwards did not speak at length on the subject of a Compulsory Attendance Law, as he said he did not see how it could be carried out in his county.

Supt. C. R. M. Sheppard opened the discussion by say-

ing that he is having some sad experience with reference to the enforcement of the local option compulsory attendance law, as he has such a law in Volusia County. He presumed that he was to take exceptions wherever possible to the statements made on the subject, and having had his attention called especially to the effect upon the attendance of the negro children he would touch upon that subject first. There are now in Volusia County from 1,200 to 1,800 negro children, the majority of whom reside in compulsory school districts. It is found that the cost of maintenance has been no greater for these children than it was before, for his experience has been that the negro child will go to school gladly, while the white boy will play marbles on the street. We do not need a compulsory law to force the negroes of Florida to go to school; they are going to school any way, and what we must do today is to get our white children to do as well as the negro children in school attendance. As to the question of whether or not sentiment over the State would support compulsory education, he would venture the statement that 75% of the people of Florida are in favor of a State-wide Compulsory School Attendance Law; but take it for granted that this is not true, do you not think that the same fight is worth while fighting for a State-wide Compulsory Attendance Law that was necessary to pass the Ten-Mill Amendment? If it is worth while, is it not worth our time and attention to convert the people of Florida to this thing? I believe that a State-wide law if put to a vote of the people would carry.

As to the features of the law, he advocated including children between the ages of 7 and 16 years. He was opposed at this time to bringing it down to 6 years of age, as many mistakes have been made by putting children into school at the age of 6 years; he might agree to raise the maximum age to 17, thus giving the ten years. He would advocate that the law be so worded

as to require the attendance for the entire term of the school without specifying the number of days. He also recommended that the present law be changed to exempt daily attendance where the child resides more than two and one-half miles, instead of two miles.

The present law has done good so far as we are enabled to enforce it, but it will not accomplish its purpose because of the many loop holes; the good that it has been able to accomplish has for the most part been due to the ignorance of the people as to these loop holes rather than the enforcement of the law.

Superintendent Sheats stated that he would give the conference his opinion as to what should be incorporated in a State-wide law. He said that he thought the minimum age limit should not be six years. I am not much in favor of forcing a child under eight years of age in school—let him attend, but do not make it compulsory. As to the maximum age, he thought it should be 16 to 18 years, or completion of the 8th grade—if he completes the 8th grade at 14 he is no longer a compulsory attendance pupil, if not, he is still a compulsory attendance pupil even until he is 18. His personal preference would be to make the compulsory age graduation from high school, but that is not practicable in the State at this time. If we can get every pupil to complete the 8th grade, we will be far in advance of where we are now. My compromise would be to make the maximum age limit 16 years or graduation from the 8th grade—and ten years from today we will make the age limit 18 years or graduation from the high school.

In regard to the negro children: This war has taught us a great deal. We have found out that if we do not want to have to do all the fighting for the negroes we must educate them, as the most of the negroes were exempt from the war on account of ignorance. The Government can not make a soldier out of an uneducated man. It has a bill pending which shall furnish the money

and force us to go back and educate these illiterate negroes in the interest of the masses of the country. Negroes or white folks—ignorant people are a menace to the public; we cannot educate part of our people and leave others in ignorance and not suffer the consequences—we will have to educate the negroes for our own interest. As long as he is here he is a menace to the health and life of this country. Just as long as he is living ignorance he is a burden upon the body politic. We must educate the negro to take care of himself—let's put him in condition where he can take care of himself—can stand on his feet and walk for himself, else we will have to support him always. The people who oppose compulsory education on account of the negro question need to be educated themselves and convinced that it is to their interest to educate the negro more than it is to the negro's, if possible.

As to local laws: He did not blame Superintendent Sheppard or any other superintendent, if he cannot get such a law as he wants as a State-wide law, to try to get one for his county, but I want to record myself as being opposed to these local laws if they can possibly be avoided. He was in hopes the conference would get together and help secure the passage of such a law that local laws will not be necessary. He wants just as few local laws as possible, on account of the State educational system being disrupted with a great many local laws.

SALIENT FEATURES TO BE INCORPORATED IN A STATEWIDE LAW.

SUPT. D. D. CORBETT.

Mr. Chairman and Fellow Co-workers:

Militarists tell us that the first line of defense of a country is in the navy and that the second line is in the coast line fortifications and that its third line of defense

is in the army. I deny that. The first line of defense of this or any other country is the children of the country, and these children are worth more to the state educated than uneducated, and it goes without saying that more children will be educated in the state if you compel them to go to school than there would be if they were not compelled to go to school.

As my subject confines me to only a part of this discussion, it is impossible for me to dwell upon the necessity of such a law. As the duty allotted to me requires me to point out the salient features to be incorporated in a statewide compulsory school attendance law, I shall proceed to point out the features that I think should predominate in the proposed law. Should I omit mentioning any salient features that should be incorporated in the law, it will be a pleasure to me to have any member of this body point out such omission. The salient features in my judgment are:

(1.) Every child in the state between the age of six and fourteen years should be compelled to attend school. While the compulsory school attendance law in Florida as it is now fixes the minimum school age at eight years. I think that the statewide law should fix the minimum age at six years, because that is the minimum legal school age of the state.

(2.) Every child in the state should be compelled to attend school not less than eighty days of each year. While this seems a short time for pupils to attend school during each year, still there are localities and sometimes conditions exist so as to prevent a longer term of school than eighty days.

(3.) There should be a complete census of all children of school age in each county, to be taken by the attendance officer, because it is found by experience that unless this is done it is impossible for the law to reach all of the children.

(4.) Exemptions should be few and to the point. Not being able to purchase books should not be a sufficient cause for exemption, because such cases are already taken care of by law. Then, again, parents ought not to be permitted to keep their children out of school and send a note to the teacher stating that they were "needed at home". They should be made to specify why they were kept at home, and the law should specify reasons for which a parent would be permitted to keep a child out of school.

(5.) The law should not interfere with attendance on private or church schools, but such schools should be held to a strict accountability for the attendance of pupils enrolled by them in order to insure the education of all children in the state.

(6.) Attendance officers should be paid a salary sufficient to secure capable officers; a minimum salary should be fixed by law, and the above amount should be fixed with the above idea in view. The attendance officer should be given the right to visit and enter any office, factory, business house, or school employing or enrolling children between the ages of six and fourteen years for the purpose of carrying out the provisions of the law.

(7.) The attendance officer should be authorized to require properly attested birth certificates whenever necessary.

(8.) Employment certificates should be made directly to the employer and not to the child; the certificate to be returned to the school authorities when the child quits work.

(9.) Penalty for the violation of the compulsory school attendance law should be severe enough to force the people to respect and live up to it.

DISCUSSION.

Dr. A. Leight Monroe said that the negro child is precocious and smart and quick, but his cerebral joints ossify at the age of 14, and his brain stops growing. His education should start at the age of 6 and finish at 14, when he is old enough to work. The negro is a menace to the public because of his tendency to crime and disease, but he is here and we need him in the field of labor, and he was in favor of solving this problem by educating the negro to keep him clean in body and mind.

Judge C. O. Andrews spoke of his having the distinction of being only a trustee, and of the fact that the trustees of a school had to face and try to find solutions for all school problems, but could only make recommendations to the board and the board could accept their recommendations or not as they chose. He said this was a state of affairs that should be remedied by the Legislature. As to the negro question with reference to compulsory school attendance he said that attendance at school use to be looked upon as a privilege, but that idea is changed now, and instead of being a privilege we ought to make it a necessity. The time has come when the old bugaboo of educating the negro has got to be laid aside, and we must educate him. If the system of compulsory education had been carried out all over the world, there would be no necessity for the peace conference in Paris today—public sentiment is going to back up compulsory education. The greatest leader in the world today is our President. I think that is admitted everywhere, and even by the Republican party, and if you will notice he never shoves an idea to the people until sentiment is crystalized. He said he believed that the time is ripe for a State-wide law providing for compulsory education. We will find out that if the negro gets enough education to read and write some smattering of the higher branches, it creates a personal pride in him and he decides he wants to be something in the

world, and if we intend to make him a feature in helping to build up the country instead of a burden we must educate him along with us.

He said he had come to the conclusion through experience that we can throw aside the old prejudice, that he was not afraid the negro will ever dominate this State because our constitution is based on the bed rock. We have got to accept the negro as a citizen, and it is our duty to put him on his feet and help him to make a good citizen.

Superintendent Hathaway said that this question of a compulsory attendance law was the most important to come before this conference and if this body did nothing more than put itself on record in favor of a State-wide Compulsory Attendance Law with teeth in it, it will have done a great work. We can not reduce the illiteracy in Florida to a minimum except by forcing the people to send their children to school for the full length of the term and keep them going until they get an education. He hoped the conference would unite upon the proposition that we should have a State-wide Compulsory Attendance Law at this time. The law that we have was never intended to force children into school; it is full of flaws and difficulties; the opponents of the measure intended to see to it that it was not enforced—it is a disgrace to the State. An election was held in Duval County and carried. They have an attendance officer who is doing good work and through his efforts many children are in school who would not otherwise be there; he is paid \$1,800 a year and kept on the job 12 months. The people of that county supported the ten mill amendment and are supporting compulsory attendance, and the people all over the State will do the same thing if it is put before them properly. A great many people believe that West Florida is opposed to compulsory education; he said he resented that as he is from West Florida and he believes they will support it. He believed that if the edu-

cators of the State, who are supposed to be the leaders, will actually lead in the fight that the battle can be won.

TOPIC II.—SCHOOL FINANCES.

(c) PRESENT INVESTMENT OF STATE SCHOOL FUND AND NECESSARY STEPS TO CONVERT IT INTO A FUND TO BE LOANED SCHOOL BOARDS.

SUPT. B. D. GULLETT.

Superintendent Gullet said: "The Superintendents present here know of the present investment of the State School Fund, and I want to ask some questions about it for my own information that I may go back and make our School Board and our School Board's attorney wiser. Our school fund has to be invested. We know that because there is provision made for the interest upon this fund, and the larger part of this fund is invested and is bearing interest at a much lower rate than our county school boards are paying for the money they are using for the education of the children. This money is invested in States outside of our own State, and in our cities, and then there remains a large part of it that is uninvested and is bearing interest, I believe, at 3%. Now the investment of this fund is already provided for, and I went to our attorney and asked him what steps the Legislature took in order to provide for the present investment and he could not answer. I will ask some members of the conference to explain what steps were taken in order to enable the State School Board to invest the State school funds as they are now invested.

Superintendent Sheats answered that originally the State Board was required to invest in national or State securities, but the law has been changed, and it is left discretionary with the board.

SEPARATION OF STATE AND COUNTY TAXES.

BY SUPT. G. W. TEDDER.

Perhaps the liveliest subject before us at this time is that of taxation. This has always been a great question and doubtless will be to the end of time. It seems to be natural to complain about high taxes, and this topic, like the weather, will always furnish something to talk about. It also seems natural to shift as much of the tax as possible and the tax dodger is no new creature under the sun. Inequalities will exist in spite of our best efforts to avoid them, but it is entirely too true that the small tax payer pays more than his just share. His forty acres, a mule, a few pigs, a cow and some household and kitchen furniture are in sight of every one and he could not dodge if he would. But the large holder of stocks and bonds can put them away in his safety deposit box and defy the tax assessor to find them, and this he usually does.

Under the present system of taxation the inequalities between individuals are patent, but the inequalities between counties are even more glaring. The same real and personal property is taxed for both state and county purposes, and each county strives to dodge as much of the state taxes as possible. That assessor and board of county commissioners is thought to be best which can shift a great part of the burden of state government on to the other counties and get away with it. Hence valuations have been held down as low as possible, some times to the extent of stifling local enterprises, especially schools. These low values result in abnormal high millage, both state and county.

In casting about for a remedy for these conditions some have suggested the separation of state and county taxes, giving to the state the tax on public utilities and the license tax, the county receiving taxes from other real and personal property. On paper this theory seems good.

The county boards could then fix the valuations as high as they like and lower the millage in proportion. But will this scheme solve all our tax problems? Will it result in lower taxes, the thing we all seem to want so much? Let me say right here, there is but one way to lower taxes, and that is to stop spending so much. So long as we want costly improvements taxes will be high, for this is the only way we have of raising the money.

But as much as we want lower taxes, we want equality of taxation even more. Will separation at the source give us equality? Let us see. Suppose I have a farm lying beside the railroad and it is worth \$40.00 per acre, the railroad being worth \$20,000.00 per mile. An economical board of county commissioners assess my land at \$10.00 per acre with a millage of 30. I am paying \$12.00 taxes on every \$1,000.000 worth of my property. The board which assesses the railroad fixes a tax valuation of \$10,000.00 a mile and also put on 30 mills. The railroad is paying \$18.75 on every \$1,000.00 worth of its property. Any equality here? Suppose we reverse conditions, putting a radical board in to assess my property and a parsimonious one to assess the railroad. The same glaring inequality but with the burden shifted to the individual. Some one has said that taking the state as a whole these inequalities would probably work out all right, the high assessment in one county probably offsetting the low assessment in another. But would they? Why leave such an important matter to guesswork and haphazard?

There is another danger here. Realizing that the burden would fall upon the railroads which we can all safely cuss, big appropriations would be made by a radical legislature for State purposes. This has been the history of such matters in those states which have tried this experiment. As an instance California in 1910, the year before the change was made, appropriated approximately \$19,500,000.00, and in the year 1916 a little more than \$48,-

000,000.00. But what about the counties in the same time. With a pattern of extravagance furnished by the State many counties continued to raise values and millage until they were paying more than they did before the separation was made.

With due economy there are certain expenses of government which must be met by taxation. If a Legislature should be controlled by the railroads, would not the tax on railroads probably be lowered, and the license tax increased in order to meet necessary expenses?

But the most serious menace is yet to be mentioned. Knowing the dangers to which they would be exposed by a radical Legislature the railroads would go into politics as never before with a view to securing a majority of the Legislature and the assessing board friendly to their interests. With a threat of being taxed almost out of existence it is but natural that they would take every measure of precaution. Graft and corruption in elections would run riot. Political conditions existing in other states would be repeated here, or I miss my guess.

Many of the counties, and a great many special tax districts, both road and school, have issued bonds. At the time of issue and sale the railroads were assessed to bear their part of the burden of bonds. With separation the individuals would have to bear this entire burden, although the railroads profited as much as any one by public improvements. The bondholder also has a kick coming here. If you held a mortgage on a fine farm at about its full value considering its productiveness, or in other words the owner's ability to pay, how would you like to have the owner withdraw from that mortgage about one-fourth of the farm, and that fourth one of the best paying? Personally I would not consent, but that is what is asked in this change. I am told there are Special Tax School Sub-Districts in this State, which, though levying the full amount allowed by the Constitution, are barely able to pay interest and provide a sink-

ing fund. Some of these bonds are held by the State School Fund. These bonds, mortgages, for they are nothing else, will certainly be less valuable with a fine paying property taken out from under the mortgage, and if ever sold by the present owners may be sold at a sacrifice. Every bond issued by a district, town or county would be less desirable to the buying public with the railroads free from taxation for this purpose.

But it is upon the schools where its most disastrous effects would be felt. Many counties are already straining under the load of carrying their schools along successfully and meet the required increase in teachers' salaries. Longer terms, better buildings and equipment are needed also. Many of us thought we saw the break of a new day bursting upon our horizon when the 10-mill amendment went through. Take from us the \$47,000,000.00 in railroad property in the State and our recent victory will be swallowed up in defeat. Many of the Special Tax Districts would be greatly injured. To my way of thinking this would be the most serious blow our public schools have ever experienced since their establishment.

Doubtless the argument will be made that the loss from taxation of the railroads can be made up by an increase in valuations, an increase in millage, or in both? Will some one please tell us how? The maximum millage school boards can assess is fixed by the Constitution, and we cannot go beyond these limitations. As to valuations, every one knows school boards have no voice in such matters. Valuations may be high or low; we cannot change them. Some one suggests that at the same time we vote on the amendment to separate State and county taxes we can vote on an amendment to raise the maximum limit for school purposes. Suppose the first amendment carries and the last fails. What we could do is beyond me. Another suggests that if Assessors and Commissioners will not fix a reasonable valuation and thus

give the schools a square deal, they can be changed at the next election. Yes, and in the meantime schools would suffer for two years, even supposing that the change would be made then. The education of our children is too vital a matter to be left to such uncertainty. It seems to me that those who are deeply interested in our schools would do well to scan this proposed change very carefully before accepting it, no matter how pretty it may look on paper.

After all, cannot some other plan be found by which the evils of unequal taxation may be corrected without resort to this revolutionary scheme, fraught with so much danger to our public school system? Those States which have tried it have not found it to be a panacea for all their tax ills. It is clear to my mind that from the standpoint of the best interests of our schools the way of separation is lined with pitfalls and dangers we would do well to shun.

DISCUSSION.

Superintendent Brinson said in opening the discussion: "I find that Superintendent Tedder and myself run pretty well along together in a good many of our school points, and I find this morning that we are precisely together on this proposition. I am at the present state of my mind opposed to the separation of State and county taxes. It is my information from our Tax Assessor that the matter has been discussed in the State Tax Commission, and that the chairman of the State Tax Commission, Mr. Paterson, had found that a number of the States of the United States had tried the separation of State and county taxes and had reverted to the old system; they had found this separation unsatisfactory, and had gone back to the combined assessment. It may be that some counties would have an advantage in this arrangement, but a number would have a disadvantage. I fear that Marion County would be at a disadvantage.

An idea that has not been presented so far here is this: While education is a local matter, it is not purely a local matter. While our negro problem in Marion County, with 1,500 more negroes than whites, is our problem, it is not purely our problem; it is primarily a Marion County problem, but it is at least, secondly, a State problem and, thirdly, a national problem. So for that reason I am opposed to separating the funds, and I think it rather unsafe to make a change unless we can sit down and figure that change would be of advantage to us. I believe that there are plans by which our system of tax assessment can reach the property of the country. I know that our present system is a humbug. I know that our present system does not reach the property in Marion County, and I know that the people holding bonds and other forms of paper property are not the only tax dodgers. I know that some of the most valuable property of the county, some of the most liquid and convertible property is not paying any tax—the larger part of the live stock that is convertible into money at good prices is not paying any taxes. Numbers of people who are well to do, who have money and ride in fine automobiles, are paying almost no taxes on the cattle that is producing that money. The same is true of paper property. A man may be holding \$10,000 worth of school warrants paying him 7% interest, which are just as safe as anything in the world can be, and if he locks them in his safe drawer, and it is not reported, the Tax Assessor would have a hard time getting at this property to assess it. The only way the Assessor could get at bank deposits would be to go into the bank and make the bank present its books. They are not assessed in my county; realty mortgages also are not assessed. Our tax assessment is a joke and a farce so far as getting at the property and assessing the property is concerned."

TOPIC III.—CONSOLIDATION OF SCHOOLS.

(A) CONDITIONS FAVORING IT IN FLORIDA.

SUPT. R. E. HALL.

Mr. Chairman and Gentlemen:

I am one of those particular individuals known as a "Florida Cracker", born and raised in the country, who knows what a one-teacher school is, having taught one in Georgia once with an enrollment of 55, with 11 grades. I believe that the country boy and girl are entitled to as good educational advantages as their city cousin, and this he cannot have without consolidation of schools.

In Dade County consolidation is an accepted fact, there being now only 18 white school in the county with an enrollment of about 4,000 pupils. Eleven of these 18 schools being a consolidation of from two to seven schools each. Under the old plan, there would now be in Dade County 37 schools. A good high school education is within reach of every boy and girl in Dade County, with work in the grades that compares favorably with that of the city schools. The cry is no longer, from the country to the city, but now it is "back to the farm", where schools are sometimes better even than those in the city.

The first condition favoring consolidation in Florida is the fundamental law of the state, making the county the unit and giving the county boards full authority to effect consolidation which they can do if they have the nerve and can finance the proposition. Of course, with all of this power they can not succeed without the co-operation of the citizenship which, in my section and in many counties in Florida, is progressive enough to fall into the plan, at some times reluctantly, but always heartily, after it has once been tried.

CLIMATIC CONDITIONS.

The warm climate of Florida favors the consolidation of schools. The vehicles which are used in transporta-

tion do not have to be dragged through slush and snow, nor are the pupils exposed to freezing weather; therefore, it is not necessary here to provide heating apparatus for the vehicles, as is done in the North. In my county the pupils are transported by automobiles, auto buses and by autos with trailers, which, in all cases, are provided with curtains to protect the pupils during inclement weather.

GOOD ROADS.

I now come to the most important factor in the consolidation of schools. It is always impossible to affect consolidation unless the county has a system of good, hard-surfaced roads. Dade County is fortunate in having over 500 miles of hard-surfaced paved roads, by means of which the pupils are transported to school in ample time for the opening and reaching their homes promptly after school. In fact, good roads are so important that if any of you Superintendents are expecting to do anything towards affecting consolidation, you should first look to the building of a system of good roads. Good roads are so important to the progress of not only the schools, but to every phase of the community life that it is impossible to mention the one without the other. Good roads are the yardsticks with which to measure the progress of any community.

I hope the day is not far distant when every boy and girl in Florida in the remotest rural community will have the means to attend what should be the best school in the country—a real consolidated rural school.

WASTE THROUGH WANT OF CONSOLIDATION OF SCHOOLS.

(By W. E. Keen)

If there is anything to be gained by consolidation of schools, that thing is lost where consolidation is lacking. If consolidation is not an improvement over the "little red school house," a very great many communities in all

parts of the United States are making a sad mistake in the administration of their school affairs. For some 12 or 15 years in certain states, consolidation of rural schools has been practiced.

An indirect waste which lack of consolidation permits to exist is the loss to the people on account of poor roads. Four factors demand good roads:

Rural mail delivery.

Consolidated schools.

Automobile traffic.

Transportation of farm produce and farmers' supplies.

The last factor which should be the strongest in its demands has always been secondary and has waited patiently as great loss and expense until the first three factors have compelled road improvement.

In the solution of a school problem, the following factors are usually found, each making a claim for consideration:

The school administration officers.

The teacher.

The public, as tax payers.

The tradesman.

The pupil.

It is to be regretted that the school officer sometimes may regulate his acts for political effect.

Many so-called teachers have not prepared themselves to be scientific instructors in any class of work and ask for one-room schools where the bad effects of their scattered, haphazard efforts will not be able to condemn them.

The public sometimes takes the attitude that any improvement, the merits of which they have not investigated, is an expense instead of an investment.

A different class of tradesmen is patronized in building and conducting a consolidated school which fact sometimes causes those who lose patronage to complain.

The pupil, for whose sole benefit our educational sys-

tem was inaugurated and should be conducted, is often overlooked in the solution of school problems.

In solving the consolidation problem, which is one of the most vital problems confronting educational authorities during this reconstruction period in education, the only waste that we should consider seriously is the loss to the pupil.

Equal opportunity to acquire an education is a misnomer in our great State when we consider that many country children are taught by an untrained teacher at \$30 to \$60 per month, while the town and city pupils are in charge of experts whose salaries are sometimes double, and even treble those paid by some rural communities.

This great loss of opportunity disappears under consolidation, because the school becomes graded, the number of daily recitations per teacher reduces from 25 or 30 to 6 or 10, and an expert is employed at a salary she can command.

In small high schools in villages only two to four teachers can be employed. An iron-bound curriculum of a limited number of subjects is necessary because a teacher can instruct only six or eight classes a day. Who make this curriculum? The college preparatory interests, of course. Now, since about 5% of our pupils ever go to college the 95% lose an opportunity for training they could use in their life work.

A consolidated school offers a broader curriculum and removes this lost opportunity.

We should not wonder why statistics show such a small percentage of eighth grade pupils entering and finishing high schools. The narrow curriculum found in practically all the small high schools in America keeps them out for the same reason that you, as intelligent citizens do not spend time or money for something that does not directly benefit you in your business.

Consolidation removes this lack of opportunity to train for any line of endeavor.

Government statistics, furnished by the Bureau of Education and now being distributed to the youth of our land, show that boys and girls who stay in school and prepare themselves for their life work by finishing the high school course are able to earn, by the time they are 25 years of age, over \$2,000 in total more than the youth who quits schools and begin earning money at the age of 14. This lack of preparation occasioned by lack of opportunity in many cases causes a waste in our economic system which might be compared to the waste we would have if we made no steel and attempted to use iron only in its crude form.

The pupil in the one-room-school has few classmates and few of his own age as companions. Here he loses that spirit of competition, of emulation, of desire to excel, which a consolidated school would give him an opportunity to cultivate. Here he fails to acquire those social qualities of toleration, kindness, consideration, leadership by right of the choice of his peers, and that splendid quality that knows how to take a victory or a defeat in good grace which a consolidated school would place in his daily life.

The one-room-school, as a general rule, has not been well ventilated, and is seldom properly heated, while practically no attention has been paid to its lighting. These three factors of ventilation, lighting and heating, when improperly cared for, together with the fact that the sanitary arrangements about such a school are generally poor, have a great deal to do with the health of the pupil.

Heretofore medical inspection with a view to determining defects in the pupils has been neglected. It is well known fact that a sick body can not harbor an active and vigorous mind, and thus we have a great waste in American children which a consolidated school would prevent at a much less expense than would be necessary to cure these evils in widely segregated one-room schools.

The fact that talent for music, art, scientific investigation and along many other lines can be found in rural communities, and the further fact that it seldom has the opportunity for development in a one-room school, owing to the lack of equipment, libraries and instruction, show another great waste in brain power which our people could utilize if these pupils were congregated in a consolidated school where provision could be made at a less expense for their proper tuition.

Summing up the topic, the waste comes indirectly by permitting bad roads to exist; it comes directly to the pupil through lost opportunity to prepare himself in as complete a manner as his city cousins for the battles of peace and democracy.

(c) THE GREATER EFFICIENCY OF THE CONSOLIDATED SCHOOL IN RELATION TO THE PUPIL.

BY PROF. P. H. HENSLEY.

In these days we are making efficiency the keynote of progress and success. We judge every proposed method or measure by this criterion and accept or reject it according to the manner in which it meets this test.

The Consolidated School is on trial, and our judgment of its merit will rest largely upon whether or not it increases the efficiency of educational work. Considerations of convenience and economy may have some weight in the matter, but we will find in the last analysis that a proven increase in the efficiency of the pupil and his work will be the deciding factor in the case.

In our discussion of this phase of the subject we discover several lines along which the consolidated school adds efficiency to the efforts of the pupil to gain the education that is offered him.

It is evident that such a school will be able to provide for the pupil a more adequate teaching force. Instead of one teacher whose subjects range from the kin-

dergarten to the high school, there will be several whose duties are distributed according to their special qualifications and adaptability and the requirements of the school itself. This arrangement assures the pupil a longer recitation period and better supervision during the preparation of his work. Then if the departmental plan is followed, he is brought into close contact with the personal influence of several instructors daily. The larger teaching force impresses on his mind the idea of co-operation and organization in his work, and leads him to attribute an added dignity and merit to his own efforts. The sum total of these various elements of efficiency in the school will be shown in an increased efficiency on the part of the pupil himself.

Again a consolidated school by virtue of its combination of resources can offer a larger and better equipment. A more commodious and convenient building for the housing of the pupils will be possible. An auditorium can be added for chapel exercises and public entertainments. The equipment adapted to the requirements of the different grades can be selected more effectively and provided more economically and with less waste through duplication. Thus the needs of the whole school in the way of charts, maps, books of reference and general reading and laboratory material can receive a more thorough consideration and a more complete equipment will be at the disposal of the pupil in the case of the consolidated school than would be possible in each of several smaller schools.

As a further advantage of the consolidated school we mention a larger range of classes and subjects. The capacity of a single teacher is limited. The work of instruction takes time and the necessary result is that the task is slighted or several pupils must be grouped together whose progress and ability would indicate that they should be placed in different classes or grades. This would be feasible with several teachers, but impracticable

with only one. Thus a better system of gradation and of classification can be worked out so that each pupil is given the best chance to advance.

Still another fact worthy of mention as an advantage in the case of the Consolidated School is the stimulus due to numbers and the greater rivalry among pupils that results. The fact that others are doing a certain thing, doing it well and getting rewarded for it, serves as an inspiration to a pupil and he soon finds himself engaged in imitation and keen rivalry. The pupil is easily swept on by the force of numbers and he finds it easy to go with the majority.

We believe therefore that the Consolidated School, touching the pupil at the point of better instruction and larger equipment and offering him a wider range of work, enlivened by the rivalry of numbers, will prove to be in all cases where it is tried a more efficient agency than several scattered schools can ever be for promoting the mental development of the pupil and fitting him for life's responsibilities.

The problem of the Consolidated School belongs naturally to our rural sections, but for them it is a very pressing and practical matter. Many have tested it and found it the happy solution of their educational difficulties and differences, and others are preparing to adopt it. Still others believe it to be the solution needed in their case, but are not ready to concede some things that must be yielded in order to make way for consolidation. The guiding principle must be the greatest good for the greatest number. It will not be possible to suit the convenience of every individual or grant him his personal preference. All considerations of this nature will give way at last to the increased efficiency of consolidation in the interest of education.

(D) HOW TO OVERCOME OPPOSITION TO IT.

SUPT. W. T. KENNEDY.

I think that the last two papers would convince nearly any patron, but some times we have to use different kinds of arguments. All great reforms come gradually, and while the county school board may state to the patrons of a school district that they have the power to transport the children, they believe it is best and are going to do it, they may get into trouble.

Supt. Kennedy gave much of his personal experience with transportation of pupils and showed that opposition may be overcome by inducing the people to try it on probation and thereby showing them the practical benefits of the system. He said that sometimes transportation is a little expensive but the value of it far outweighs the expense.

DISCUSSION.

Supt. Hathaway opened the discussion by saying that the transportation of pupils is a financial problem. He said he was very much interested in Supt. Kennedy's paper and that Lake County was indeed fortunate in having good highways. For a county having good highways, good roads, the transportation of pupils to a central point is no great problem, but unfortunately for Florida there are few counties having such splendid roads. Many of the counties have a few very good roads, but many of the pupils live far away from these roads. Take it in Duval County, and many counties, the problem is to get the pupils to a good highway. This is a financial problem and you can, on an average, count that consolidation will cost 50% more than the one-teacher schools. Of course, there is no argument so far as the advantages are concerned, but if you have not the money, you cannot put it over and come out on it, it will bankrupt any

county in Florida except those counties whose population is dense and the roads are good, if greatest care is not exercised. The consolidation of the schools in Duval County has cost us more per pupil than the high school in Jacksonville. It is an expensive luxury, but is worth while. The one-teacher school is just a little better than no school, but when they tell you it is no more expensive, they do not know what they are talking about. There may be some exceptional cases. The policy, as in every new movement, may receive its greatest injury and most severe blow from extravagance in putting it in. But that does not change it, it is going on, and with the consolidated school something else has to come; the day of the one-teacher school will come to an end some time. Another problem is getting homes for teachers—the day of the teacher boarding around with patrons is almost a thing of the past and should be. It is found difficult to find homes for teachers—he said he had to rent a house recently for them. There are many petty problems connected with transportation, but these can be handled, but it will take money to carry on the consolidation of schools.

I do not wish to be put on record as opposed to the consolidation of schools, but it is an expensive luxury. I made the statement that the transportation of pupils was a financial problem, and there I take my stand.

Prof. S. A. Draper said that the transportation problem is not altogether a financial problem. He said he had had experience for a great number of years in consolidation. For four years he saw a consolidated school conducted, the pupils from four schools transported at \$35 per month for each school, when a teacher for each school would have cost \$60 per month, and it worked fine. It was a financial problem, but on the right side of the sheet. It can be worked out at a less expense than the one-teacher schools.

Superintendent Hall asked Professor Draper if he did

not have to employ additional teachers in the consolidated school, to which he replied that he did not at that time.

Superintendent Tedder said that his experience had been that it costs a great deal more to consolidate school, but it is worth it. The greatest difficulty he had found was that children living five and six miles find it difficult to get back and forth to school on time with an ox team, and some of the roads are so heavy that it is impossible to use an automobile, consequently the children have to start at daylight and get back after dark. and the parents do not like for the children to be out so late. If all the roads were good it would not cause so much trouble for us, but under our present system we find the problem difficult. It is a financial problem in counties like that.

Superintendents Sheats spoke in favor of consolidation of schools, saying that there is more in it than simply a financial problem—that much consolidation could be done where the problem of finance would not enter in. He believed there was no necessity in transporting pupils two miles—some of the older ones walked three and more miles to school—he believed that most of the superintendents are too quick to transport.

He stated an instance that had just come to his personal attention where a county had located schools as near as a mile to each other, and in trying to maintain so many schools had become hopelessly in debt. He believed that in the aggregate money could be saved by consolidation of schools. He said that if it were true, as stated by Supt. Hathaway, that 50% in efficiency was gained as a result of consolidation, even if it does cost more and 50% in efficiency is gained, we should go for it. Do not put the dollar above the interest of the child. He said that in his mind the dearest thing in the world was to try to teach a school with one or two pupils in a class—there is inspiration in numbers and the more children

we can get together the more inspiration can be had and he believed there is no question about the schools being more efficient. He believed that one four-teacher school is worth 400% more than four one-teacher schools.

Supt. Overstreet said that the problem of the selfishness of the people in certain small communities seemed not to have been touched upon. That in his county they had trouble with patrons refusing to give up their little community center school houses, but where they once could get the pupils to a consolidated school, the people were so well satisfied that they would not have back the little community school.

Supt. Hamrick thought that the problem was largely one of good roads.

TOPIC IV.—VOCATIONAL EDUCATION.

(E) WAYS AND MEANS OF PREPARING AND SECURING TEACHERS FOR SUCH INSTITUTIONS.

HON. S. PHILLIPS, *Assistant State Director.*

Mr. Phillips told of the great difficulty that had been met with in trying to establish the agricultural schools this year because of the shortage of qualified teachers for this work due largely to war conditions. The law requires that these teachers shall have completed a four-years' course at a recognized agricultural college. In consequence of this lack of teachers the ten schools designated by the State Vocational Education Board could not all run—the only four which could operate were the four that prior to the passage of this bill had already conceived the idea of having an agricultural school in their localities and the counties had undertaken to put on agricultural education. These four were situated at Gonzalez, Montverde, Largo and Lemon City. The State Board took over what was already in existence and the four schools were able to continue. At the beginning of

the school year 1917-18 the State Board added, or proposed to add, two more to the number it had designated, making ten in all. At the present time all ten of these schools are in operation—two of which began since Christmas. The last one to open was the one in Palm Beach County at Pahokee. These schools are located as follows: Gonzalez, Bonifay, Madison, Greensboro, Starke, Largo, Wauchula, Montverde, Lemon City, and Pahokee. He said that the difficulty in procuring teachers was not altogether due to the war, but it was difficult to find teachers that could meet the requirements in the matter of qualifications for these positions. He said that there seemed to be an idea among the people, school people and principals in particular that teachers of agriculture need not be persons of much scholarship and definite information, and because of this idea they rather resent the paying of these teachers in agriculture in many cases a larger salary than the principal of the school himself. He said that this idea will not prevail when the public comes to know the different things expected of this teacher of agriculture. He must be a man of such personal qualifications and characteristics which will endow him peculiarly for the work ahead of him; he must be a leader and moulder of public opinion; he must be a man definitely informed upon many of the sciences, including Zoology, Botany, Meteorology and the Chemistry of the soil; he must be an engineer in a way; he must have a broad knowledge of manual training and all related subjects; he should be able to extend his work to be of assistance to the farmers of the community, and a handy reference man in general—at least, we are trying to find such teachers. We have not been able to get men with the qualifications which are really required and expected. For such a man, working twelve months, we have figured that a salary of \$1,500 is the minimum that we should offer.

Mr. L. H. Carris of the Federal Board for Vocational

Education was present and explained the real meaning and aim of Vocational Education—especially relating to the part-time and evening schools—one of which is in operation in Jacksonville.

Superintendent Tompkins asked a question as to whether in the Home Economic Departments under the Smith-Hughes Law, the County Board of Public Instruction had any authority to say whether the teacher shall teach any subjects in the grades, if she has the spare time, and her salary is supplemented by the County Board.

Miss Edith Thomas, State Director of this work, answered the question by saying that her work was entirely under the supervision of the State Director, and the County Board has no right to say what she shall teach, but she said there was no objection to her teaching grade work if her program was such that she had the time. She spoke of the departments that have been established at Tallahassee, DeLand, Bushnell, Williston and Marianna; especially stressing the school at Bushnell, where two classes have been established in the department—one for the older girls who will probably take more of the course in the college, and one for the girls who will probably not have the opportunity to go to college.

Miss Agnes Ellen Harris spoke largely of the work of the Home Demonstration Agents in Florida and of the desired cooperation of County Boards of Public Instruction, stating that now that the war emergency work would be cut down, that the number of agents would be less and that an agent would not be put into any county without the support of the County Board of Public Instruction, as this is peculiarly an educational work and can best be worked in harmony with the educational forces of a county.

TOPIC V. EXAMINATION OF TEACHERS.

(b) OBJECTIONAL FEATURES IN THE PRESENT SYSTEM.
(Supt. J. R. Lites.)

Superintendent Lites said he would only speak of his experience with the examinations under the present Board of Examiners. That they had held two examinations in Columbia County so far. He described the manner in which the first examination was conducted in particular. He thought that there was not sufficient length of time given to the holding of the examination—that the questions were too short, and said that three rooms were used for holding the examinations in the court house and that part of the time one of the examiners took the examinees into an adjoining room for the oral part of the examination and that room was left without a watcher. He said he did not consider it the fault of the personnel of the Board, but of the system. That there was too much work for any committee of three to do thoroughly and well. He described the examinations as held by him under the old system and advocated the return to the old system.

Miss Clem Hampton, a member of the State Board of Examiners, spoke in answer to Superintendent Lites. She said in the beginning that she considereed the present examination law an improvement over the old law. She said that he was mistaken about three rooms being used for the examination—that only two were used; that where it appeared that persons were sitting too close together, that they were writing on toally different subjects—one on Arithmetic and one on Latin, etc. She said that the board would be glad at any time to have the County Superintendent come into the examination rooms and look at the way the examinations were conducted; that when one member of the board took an examinee into an adjoining room for oral

examination, another member was left to watch the written examination; that the board had made it a policy not to tell examinees what grade they made on any subject, but the report is made to the State Superintendent and the grades sent out from his office. She agreed with Superintendent Lites that the work of this board was hard work; she said that this was a new law and needed smoothing out in many places and asked the members of the conference to discuss it and make suggestions as to how the law could be more effectively carried out.

Superintendent Tompkins said that the State Board of Examiners had been to his county but one time; that he visited the examination rooms in Bushnell and three rooms were used—one for first and second grade, one for third grade and one for oral examinations. He said that he believed the system of holding these examinations, on the whole, is a step forward and he was not in favor of going back to the old system. It is a big job and the State Board of Examiners has his sympathy, but in his opinion some improvements could be made; he thoroughly agreed with Mr. Lites that no committee of three could do the work as thoroughly as it should be done. He said he was not criticising the board, but just the proposition of there being too much work for any three people. He said it was his idea that a State Grading Committee would be the proper thing and that he would like to see that amendment to the law. It matters but little who holds the examinations, but it matters a great deal how the papers are graded; the grading end of it is the big end, because the destiny of the pupils of our State is in the hands of the teachers who are certified by this Board. My idea would be to place a competent State Grading Committee at the State Capitol, and allow our present board to conduct the examinations and have the grading done by a competent grading committee with plenty of time. I will admit that it will cost more, but I believe the cost

would be fully repaid by the proper certification of teachers.

Superintendent Lemasters opened the discussion by saying that the teacher question is the most important question to the schools and before the school people today, quoting the old adage, "As is the teacher, so is the school." He thought the old examination system was a good old system; it served its purpose, but like all things it had its weak points and it had been in use long enough for them to be discovered and taken advantage of and so we had to have a new system and the present one was inaugurated; it has many good points over the old system. He said that if it were possible for every County Superintendent to be absolutely honest and to conduct the examinations under the old system as Superintendent Sheats intended they should be conducted, it would be effective and no one would receive certificates unless entitled to them, but there are always weak-kneed people, Superintendents, and when the sons and daughters of Trustees, School Board members and influential citizens come and want certificates, it is sometimes hard to be fair and honest, and he said he believed the examinations should be controlled by the State. He also said he believes we need a State Grading Committee; that the present State Board of Examiners has too much work, and anyway the grading should be a separate proposition; the Board should be left free to concentrate all their effort upon preparing the questions and conducting the examinations, then let the papers go to a Grading Committee which is interested only in the answers to these questions and will sit down with plenty of time and with all the works of reference around them and grade these papers intelligently and calmly and give plenty of time to them. He said he favored normal training schools in the state; that we will never in the world have good schools without good teachers, and we will never have good teachers without normal schools to train them

in—let's get the normal schools and then we will succeed in bringing these schools up to the standard.

Superintendent Sheats said that both examination systems were his "children," and that if the examinations could be conducted as honestly and fairly as they were in many of the counties, he would not have advocated a change; but unfortunately this was not the case, and he was convinced in his mind that the present system is an improvement over the old system. He said that the tendency all over the United States is to place the examination of teachers in the hands of the State. He said as to the State Grading Committee, the present law gives the Board the right to employ help in grading, but unfortunately there is no provision made in the law for paying these helpers; this however, can be easily remedied by amending the law with the addition of a few words, and this he expected to have done when the Legislature meets. He said he felt that the Board had made some mistakes, but that was to be expected in the inauguration of an entirely new system and these could be remedied; that the only fault he had to find with them was that he believed they were too lenient and he was doing his best to "key them up a little tighter."

Superintendent Tedder thought he had more experience in holding examinations than any other Superintendent in the State, and that he frankly was glad to get rid of the old system—that it had served its day and generation and had done a great work, but that its weak points were being taken advantage of, and the time had come for a change. He was glad when the Legislature passed the new law, but you could not expect any new piece of machinery to start right off and run without some friction, and we could not expect this board to blaze out a new path as they have done without encountering some obstacles. He said that everything will have its foes, and that some folks were chronic kickers. He said that the board has done good work, and will do

better work than it has done—that they are finding out the rough places in the law and smoothing them down. As to the amendments to this law, he made the suggestion that it were better let alone. He had been told that some members of the Legislature already have their minds made up to do away with the system and go back to the old, and to bring up amendments to the law might develop this opposition and bring bad results. He said unless some member of the Legislature, or some one else could show us a better system, let this law alone, and let it work itself out. He said we had better not bother about the State Grading Committee at this session, but let the machinery of this law get into working order and next session try to perfect it.

Superintendent Dixie M. Hollins said that for his part he was very much relieved to get rid of the old county examination system twice a year, and he thought the State system the right one, but that he did not think the present system was putting the right standard on teaching; there is such a demand for teachers with certificates that anybody who can get a certificate can get a job. He spoke of the difficulty of getting teachers with certificates to fill the positions and of the many teachers teaching without certificates because there are not enough certificated teachers to fill the positions. He said that the Educational Departments of the State colleges are not turning out enough teachers. He said he hoped that the State would establish a distinctive normal school, that the proper standard would have to be put on teaching before the teachers would prepare for it. He said that under our present examination system no proper rating is given the real trained and experienced teacher who takes the examination; they get no more recognition for their training and experience than does the eighth or ninth grade pupil who takes the examination. He spoke of Section 17 of the new law and said that he would like to see that section made a little

more self-operative so that if a teacher outside of the State applies for a position that the County Superintendent can examine her credentials and give her some definite idea as to whether she may obtain a certificate under Section 17. He said he hoped the law could be perfected so as to put a premium on trained teachers—rather than that they should be on a par with any one who could cram and pass the examination.

TOPIC VI. COUNTY SUPERINTENDENTS.

(b) PRACTICAL PROBLEMS IN SCHOOL VISITATION. (Supt. J. D. Smith, Jr.)

Superintendent Smith said that on the County Superintendent depends the educational progress of the county, that it depends on the view he takes of his duties and the amount of energy he puts into his work as to what he accomplishes—as he is able to get in close touch with his schools by going among them, to get in touch with the teachers and conditions that exist in each community is he able to know how to handle the situation. One of the first things that interests him when he visits his schools is the attendance. He likes to take the teacher's register and look it over, to note the name of every pupil enrolled and see whether or not he is acquainted with the parents of the children, to note whether or not the pupils have been attending regularly and if not, to inquire of the teacher the reason. Sometimes the teacher can tell and sometimes not. He said that he thought in this way the County Superintendent could be of great assistance to the teacher; he thought if the teacher was not able to secure the attendance of the pupils that the County Superintendent should take hold and visit the homes, discuss the situation with the parents and try to help remove the difficulties. It is also the duty of the County Superintendent to impress upon the patrons the importance of the schools and to arouse in them an enthusiasm

for the education of their children. Many times the superintendents have to consult with teachers and patrons as to matters of discipline. These problems come up frequently and the teacher succeeds or fails in the degree the County Superintendent is able to make suggestions that will enable her to get around the difficulty. Then too we want to consider the work that is being done in the school. There is where a very important part of the work of the County Superintendent comes in. In most rural schools many of the teachers lack the professional training that they should have. They are endeavoring many times to conduct their work along lines not calculated to get the best results. There is where we superintendents should come in and see how the work is carried on, and we should be able and feel it our duty to suggest to our teachers plans for improving their work, lend some assistance in helping them arrange their daily program, etc. Then as to the arrangement of the desks, blackboards, furniture, etc., to accord with the lighting, etc., the rural teacher some times needs help along this line and a proper arrangement of these things adds much to the efficiency of the school. Then there is the problem of sanitation. Never in the history of our world has there been given so much thought to this problem of preserving the health of our pupils. This is one of the great things the County Superintendents have to consider—talk with the teachers about sanitary problems. He said he hoped the time would soon be when every County Superintendent would be given an assistant or secretary by the Board. It takes as much of the time of the County Superintendent to do the clerical work of the office as it does a \$50 a month clerk, and how much more would his time be worth if he could be relieved of these things and allowed to devote his best efforts to the work of building up the schools of his county.

COUNTY SUPERINTENDENTS—SUPT. F. S. HARTSFIELD.

Ruskin said: "There is but one cure for public distress and that is public education directed to make men thoughtful, merciful and just." Just so long as this public education is on unequal basis in rural districts and cities, we can hardly hope to affect this cure of public distress. Mr. Arp says that one of the dead weights that hang like a millstone from the neck of rural school progress is the lack of real professional supervision. At present the rural teacher is inspected and not supervised. One of the reasons for this is the highly ridiculous anomaly of requiring no educational qualifications of a County Superintendent, while no teacher is allowed to teach even in the poorest school without first submitting to a test to show that she is at least in some degree qualified to teach. The County Superintendent is the strategic center of school operations; as he is, so will the school be. He is the only person that is in a position to supervise and direct the progress of the school. The board and citizens look to him for guidance and advice. If he displays ability and vision he may be reasonably certain of the co-operation of authorities, but if he is lacking in these qualities the most he can do is to attend to the clerical end of his duties.

While I do not think the County Superintendent entirely responsible for conditions in rural districts, yet I think that filling the position with professional men and taking it out of politics would be a wonderful advancement. If one believes in prescribing qualification by law for teachers by what mental process can he reach the conclusion that the same method would not be desirable for County Superintendents? There are some of us who can remember the kind of teacher we had before any qualifications were required and we certainly would not have the law requiring those qualifications repealed, unless it were to raise the standard. The office of County

Superintendent is an adjustable one. If occupied by an incapable man, it shrinks to his size, but if a man of ability, integrity and vision holds the position, it becomes the most important office in the county. There is no other officer in the county who comes as closely in touch with every family in the county as does the County Superintendent. Yet it is looked upon by many people as a place to be filled by any kind of person, if he can keep the clerical end of the duties in fairly good shape.

Low salaries are a handicap to the office. Men who have had the training and experience to fit them for the place are not often willing to compete with others who are lacking in qualifications, and, therefore, must resort to chicanery of politics or appeal to sentimentalism to be elected. With higher salaries the office would be sought by a higher class of men professionally, but even then if no qualifications were prescribed by law, often men utterly unfit for the place would be selected. The qualifications that are prescribed should be determined largely by the class of schools to be supervised. A living wage should be guaranteed, and the Superintendent prohibited from taking up any other work in connection with his office duties.

Superintendent Sheppard said that he was heartily in favor of educational qualifications for County Superintendents, but he thought it would be very unwise to go to another State or even another county to get a man for County Superintendent and give him control of the people's money. He thought a man in the county would be more vitally interested in the way the money was spent and in the affairs of the county in general. He thought it would be hard to convince the people that it would be wise to go outside the county for the Superintendent.

Superintendent Hartsfield defended his position by saying that the matter of the finances is in the hands

of the County Board, and that they can hold the Superintendent responsible. He thought that the membership of the board might be increased to five so that the board could not be controlled by any one man. Let the County Board handle the finances, and the County Superintendent attend to his professional duties.

Superintendent Kelly differed with Superintendent Hartsfield about taking the finances entirely out of the hands of the Superintendent.

Superintendent Lawton said: "Some one has said that given all the truth public opinions seldom goes wrong, and given only a part of the truth public opinion rarely ever goes right." I am a firm believer in democracy and democratic principles. I believe in the primary system, I believe that the people of the State, as a whole, capable of choosing their officials. The matter of the qualifications of the County Superintendent which we are discussing this afternoon is a matter of great interest to us, but is one which I believe will work itself out through the education of the citizenship during the natural process of evolution. Those of us who are acquainted with County Superintendents twenty years ago can recognize a vast improvement in the County Superintendents of today over those of say ten years ago, due to the education of the citizenship and the natural process of evolution. The majority of our County Superintendents are college graduates, and nearly all of them have made a success as teachers and principals; they are men who have lived among the people of their counties so long that they come to recognize their ability in the intellectual and financial world.

I believe that County Superintendents are being elected for what the people who know them best think that they are best fitted to do, and we have here in this room today very tangible and visible evidence of the superiority of our present system of the election of County

Superintendents over any system suggested this afternoon."

Superintendent Hamrick said he thought it just as necessary for a man who sits on the educational bench to have qualifications as a lawyer who would sit on the judge's bench, and he thought it well that this body recommend to the Committee on Resolutions that this matter be included in the resolutions to be presented to the Legislature.

Superintendent Sheats spoke in favor of educational qualifications for County Superintendents, and said that in his opinion the time would come when we would drift towards what Superintendent Hartsfield recommended.

Superintendent Dame said he believed in professional qualifications for County Superintendents. He spoke of the different ways of electing County Superintendents in the different states and favored the County Superintendent's being elected or appointed because of his efficiency to handle the affairs of the office, educational qualifications being included, but he said when you began to talk of taking the right away from the people of voting for and electing the County Superintendent it was a bugaboo that scared them to death.

TOPIC VII. COUNTY BOARDS OF PUBLIC INSTRUCTION.

(a) OBJECTIONS TO THE PRESENT METHOD OF SELECTION. (Dr. A. Leight Monroe.)

Dr. Monroe said that he did not see how we could change the present plan of selection of Board members. It must be done by vote. As the matter stands now, each Board member is voted on in the primary only by the people of his district, and in the election they are voted on by the people of the whole county. He did not see how this could be changed, unless there is some way of having them appointed.

Superintendent Sheats said that he desired to put the Conference on notice that he would make an effort to have the number of Board members increased to five as he believed a Board of five would carry more weight. The County Commissioners are five in number, and as a rule, their opinions seem to carry more weight than the School Board of three. He said that with the increase in taxes the school fund is about the biggest in the county, and it sometimes happens that on a board of three there is not a real business man, while if the number is increased to five there is a possibility of getting one good business man on the board. He said that another reason for his favoring the increase was to avoid the opportunity for collusion between two members to the exclusion of the third. He also said he would favor making the County Superintendent an ex-officio member of the Board, so that he could take part in its discussions and vote on the questions coming before the Board and take his share of the responsibility for its actions. He said he would also favor making at least one member of the Board a woman, as he believed that in the matter of school welfare generally, the women are more interested than the men. The plan he has in mind states that at least two of these elective members might be women. It would necessitate four districts instead of three, with one member elected from each district, the Superintendent making the fifth member. He would lengthen the term to four years having two members elected each year, so that an entirely new Board would not go into office at the same time.

Dr. Monroe favored women for Board members and five members instead of three. He said he believed that there is safety in numbers, and some times system. He said that sometimes in his county the Board had the spending of \$200,000 in its hands and that often one member of the Board could not be present and that left the spending of that large amount of money in the hands of two men. He also said that it is easier for two men to frame

up against one on some proposition than it is for a frame-up to be made on a Board of five.

DISCUSSION BY HON. W. A. ALLEN.

In the first place, the selection of men for the most important position of School Board members should be eliminated from politics as far as possible. The very best men of a county, men whose hearts and minds are in full sympathy with the educational interests of their county should be selected, and their term of office made continuous if possible, or as long as they gave efficient, conscientious service to the interests which they represent, especially that of the children of their constituency. Results beneficial should be demanded of every school under their supervision.

The number composing a board of public instruction, whether three, five or more, is immaterial just so long as the membership is composed of men who have the interests of their schools at heart. In fact, I believe that the reason for fixing the number of board members at three by law was that one might be a check against another in the matter of handling the finances of the county; but one honest, conscientious man, under good and sufficient bond, giving all of his time working as a missionary among the people, will get better results and would largely do away with the necessity for a compulsory attendance law.

Superintendent Brinson doubted the wisdom of increasing the membership of the board to more than three; he thought three men or women or mixed could get together and pass on matters more rapidly than a large board, which might be cumbersome; also he was doubtful of the wisdom of making the County Superintendent a member of the board. He felt that the County Superintendents outside of the board could have more influence in an advisory capacity than if he were on the board. His idea was to lengthen the term to

six years, and let one member retire at the end of each two years.

Superintendent Yowell said that he favored nominating the board members from the county at large, and not from the districts, as it brings too much politics into the race.

Superintendent Dame said he thought school board members should be elected from the county at large; that the better plan would be to select good men anywhere they can be found in the county; that the term of two years is too short, and he favored the suggestion that two be elected every two years to serve for four years. He said he did not mind the County Superintendents being on the board except that it seems to detract from his dignity, and he feared would lessen his influence over his board. He thought the better plan would be to have five members without the Superintendent.

Superintendent Kelly said that he favored having women as board members; that to refuse them membership on the board we would have to indict them on one of two counts—either a lack of interest, or a lack of intelligence. He said that when it comes to interest in the child he believed that they have more than men, and as for intelligence they are maintaining their equilibrium along with men in all the pursuits of life—most of our teachers are women—and he thought it would be a wise step. Further, he said that he had seen almost riots in the school board office, which the presence of women would eliminate.

Superintendent Lawton said that if in a majority of the counties the present system has not proven efficient, he would be in favor of suggesting legislation to make a change, but that if the present system has proven satisfactory and efficient, he would not be in favor of suggesting legislation on the subject; we do not want to burden the Legislature with too many school affairs of doubtful importance. He thought that three mem-

bers would be better than five, and did not favor electing the members from the county at large; he would oppose the County Superintendent being a member of the board; the term of the members should be either four or six years, one member passing out every two years.

Professor Compton opposed the members of boards being nominated by the people of their districts only. He said it is all right for the county to be divided into districts and each district should have one member; it distributes the members over the county, but just as soon as you limit the nomination of a man to his own district, then he becomes a local man only, he has a great interest in that particular district, but his interest in the county at large diminishes. There should be a man from each district who is well known throughout the entire county elected by the entire county.

Superintendent Hamrick thought school board districts were a great hindrance in the way of having men elected by each district who were sometimes men who could hardly write their names, and in order to get the best men of the county on the board it will be necessary to do away with school board districts.

Superintendent Turner said that he would heartily endorse the plan by which all the members would not come on the board and go off the board at the same time. He said that in small counties like Liberty, where not much money is handled, he thought three members were enough, but in large counties, where much money is handled, it would be a good plan to have more than three—he thought the number might be according to the expenditures. He favored having women on the board.

Supt. A. B. Johnson favored the five-member plan, with the County Superintendent an ex-officio member, and one member a woman. The county should be divided into four districts, and the most representative man in each district to represent the district, and the County Superintendent should represent the whole county.

TOPIC VIII. RURAL SCHOOLS.

THE FEASIBILITY OF TEACHING VOCATIONAL AND INDUSTRIAL SUBJECTS IN THE RURAL SCHOOLS OF FLORIDA.

(Principal M. P. Geiger.)

The teaching of vocational and industrial subjects in the rural schools of Florida, under the conditions which now prevail, is not feasible to any considerable degree. The difficulties are: The large number of classes per teacher, the small number of pupils in a class, the shortness of the term, the lack of preparation on the part of teachers, and the absence of equipment.

The most serious of these obstructions are inherent in the one-teacher school, and cannot be removed from it. The one-teacher schools must be abolished, and must be replaced by centrally located consolidated schools. Consolidated schools in rural districts should have all the equipment and facilities of modern, progressive high schools; in them almost every sort of vocational and industrial subject could be taught. These are to be the rural schools of the future, and they should be the goal of our planning and constructive effort.

But these consolidated schools involve the expense of safe and rapid transportation of pupils, and will cost a great deal more than is now being expended upon the rural schools of the State. This fact must be recognized and accepted. All half-way measures must be discarded. If education pays, and no one would now say that it does not pay, let us have education that is adequate. Let us build schools as we make war, in a big way, asking only what the needs are, spending money judiciously, but "without stint and without limit." It will pay.

If very much more money, however, is to be paid for education, we must have greater prosperity. Increased prosperity will come as a result of vocational and industrial education in the schools. We are confronted

here with a puzzle. Prosperity is needed to support industrial education, and industrial education is needed to produce prosperity. We can't have either until we get the other; that is, in any full measure. What is the solution? The two must be developed together. Far-seeing statesmanship among our lawmakers must provide revenue for the schools much greater than the service now rendered by the schools seems to warrant, and the prophetic, missionary spirit among our teachers must continually render a service that is original with them and beyond the standardized requirement made of them. In this way progress is made.

The people who live in the rural districts are the pioneers of civilization. They are grappling at first hand with the forces of nature, and are making a conquest of the raw materials of the earth which are essential to mankind everywhere. They subdue the wilderness and render it a safe and fruitful region for the habitation of larger numbers of people. These pioneers do not have the comforts and luxuries enjoyed by those who live in the more densely populated areas. Justice has never been done them; a balance of opportunity and advantage has not been struck between the townsman and his country cousin; equity has not been attained here. No one grieves because the countryman is deprived of ice cream cones and moving pictures; but it is to be deplored that he is without good educational opportunities, and not for his sake alone, but for the sake of our country as a whole and of our civilization. What is a remedy?

The taxable property of rural districts is less than that of other sections. Rural schools cost more per pupil than schools equally good in towns and cities. It follows, then, that, if the rural schools are to be made as good as the town schools, and this should be done, the meagerness of the revenue from local taxation must be counterbalanced by proportionately generous support from the larger tax units, especially the State and the Nation, for

some counties are almost wholly rural. Our rural schools should, then, in simple justice, be given special and liberal State and National aid. This aid could be so conditioned upon standardized improvement in the schools as to bring about rapid progress. I am aware that some national aid has recently been given to certain kinds of rural schools. This is in the right direction, but a great deal more should be done.

But what can be done in the schools as they are? We said at the outset that the teaching of vocational and industrial subjects in the rural schools of Florida was not now practicable to any considerable degree. It is, however, practicable to a limited extent, and it should be done as effectively as conditions will permit.

Florida is an agricultural State. Agriculture can be taught, in a small way, at least, as a regular subject in every rural school, and this is doubtless being done. Farming, gardening, fruit growing, stock raising and kindred topics should be taught in a live, intelligent, practical, appreciative spirit. The science of marketing and the value of good roads, and how to make them, should be taught. The produce of the community, its transportation, and the use made of it, can well be used as an introduction to commerce in general, as treated in geography.

Lessons in some of the phases of home making can be taught in every school.

A series of books, simply and attractively written, on agriculture and home making, might be used to advantage. This series might begin with the second or third grade. As it is now, the adopted text-book cannot be understood well by pupils below about the sixth grade. A handbook for the use of every teacher, telling what to teach, and how to teach it, in agriculture, and a handbook in home making, might do a great deal of good, if oral lessons in these subjects are to be given in the lower grades.

Every rural school should co-operate as fully as practicable with the farm demonstration agent, the canning club agent, and the county or community social service nurse, wherever any or all of these exist.

Other industrial subjects, such as those of a normal course, of a commercial course, cooking, sewing, manual training, and so forth, should be taught in the rural schools as soon as practicable. Probably a few of the larger consolidated schools already have the facilities for some of these branches.

TOPIC VIII.—RURAL SCHOOLS.

"The Work of Rural School Inspectors, the Number Adequate for the Work."—R. L. Turner.

Any discussion of the educational conditions and needs for general supervision of the State must center about the public school system.

It is here that the most accurate register is found of the general activities of the people as a whole.

The public schools are by far the most important factor in the educational process of the community. They also register the achievements of a people.

Educated and progressive people demand and build adequate schools; others build their schools on the normal level of their lives. This is because the school is the social center.

The Educational Department is always in need of accurate information in regard to educational conditions in rural schools throughout the State.

The ordinary statistics of rural schools give only averages and fail to tell of real local conditions.

Much good would come from a full, accurate and complete educational survey of Florida, and I think such a survey should be made. But it would cost several

thousand dollars and therefore is far beyond the resources of the Educational Department. The best the department can now do is to make inspections of the typical rural schools in co-operation with the County Superintendent and local school officers. The results of such inspections will and do have general value, because they reveal real conditions in communities.

This manuscript gives, in part, conditions and results of educational inspection in Florida. The inspector visits, investigates and inspects as many schools as possible, of all counties assigned him for the scholastic year, and reports officially first-hand information for both the County and State Department.

This is in no sense an apology for State Inspectors of Rural Schools. Florida will not lag in the cause of education. Forty some odd States have expressed their faith in the rural supervision idea by appointing State Inspectors. Besides, the Federal Bureau has four supervisors for the States, and in addition to this many of the States have districts and county supervisors, and now in Florida we have six county rural school inspectors, because the work is proving good everywhere for rural school improvement and rural education.

The school problem in Florida is essentially a Rural School problem and the chief factor in this problem is the problem of better supervision of the country schools.

When I go into some of our country schools and note the rough, ugly school grounds, the poor building with its dingy walls both in and outside, dirty floors, desks poorly kept and badly adjusted, scarcely any blackboards and unsanitary or no closets, I have the gravest doubts as to whether our country schools on an average are very far above half as efficient as we might reasonably expect.

However, we cannot justly demand perfection of any educational institution nor of an individual. But we may well expect a certain maximum of efficiency, particularly

of a public school. Suppose that our country schools are on the average, 60 per cent. efficient. Then we might reasonably expect them to be made 75 per cent. efficient. The raising of the efficiency of the rural schools from their present status to the possible maximum of efficiency constitutes the real work of the State Rural School Inspector.

THE STATE INSPECTOR'S JOB.

The State Rural School Inspector is to the State Educational Department what the County Superintendent of Schools is to the County Board of Education. The nature of his work differs from that of the County Superintendent in that the conditions are different and in that he is to visit the schools of all the counties of the State. The work of the State Rural School Inspector does not usurp the power nor lessen the duties and responsibilities of the County Superintendent, but rather serves as a prop to strengthen and stimulate his good undertakings.

WHAT THE INSPECTOR SHOULD DO WHEN HE VISITS A SCHOOL.

The Inspector should have a definite aim in view, which aim may vary greatly with different schools and under different conditions.

The Inspector should upon each visit give attention to the physical and sanitary conditions of the school grounds and the school buildings.

The Inspector should make careful notes of all deficiencies and report to the County Superintendent. This we are doing. The supreme test of the Inspector's work is the supervision of the teaching. One of the first observations the Inspector should make is whether the pupils are properly *graded* and *classified*. Unless the school is properly classified the teacher will fail to secure economy of her time and energy.

The State Inspector should be thoroughly familiar with

the State Course of Study in order that he may immediately correct any irregularity in the classification of the school as compared with others over the State.

The Inspector is of peculiar help to the teachers by showing them how to economize time through the correlation and alternation of certain studies as suggested in the State Course of Study.

If the Inspector knows his job, he will find the teachers ready and anxious to receive every bit of help he can give them.

My records for 1917 show that less than 25 per cent of the farm children finished the eighth grade, while more than 75 per cent of the town children completed this grade.

Less than 10 per cent of the farm children of high school age did high school work, while more than 60 per cent of town children were enrolled.

Less than 10 per cent of the teachers in the one-room rural schools were normal school graduates, while more than 90 per cent of the town grade teachers had normal school training.

Then, in addition, the term in one-room rural schools was less than five months, and the actual attendance was less than 65 per cent, while in the town schools the term was approximately eighth months, and the attendance exceeded 85 per cent.

My biennial report for 1917-18 shows that I visited and inspected 318 rural schools. In the 318 rural schools visited there were 16,205 children enrolled, with an attendance of 11,452. There were 463 teachers employed. Forty of these schools had a term of four months, and 38 had a term of five months, and the others ranged from six to eight months.

These schools were carrying from six to eight grades each, making the number of daily recitations range from 32 to 38, with possible alternations.

Of the 318 rural schools inspected, 104 had no shades

to the windows; 263 had no school library; 34 were furnished with hand-made seats or benches used as desks by the children; in 105 the seats were poorly adjusted as to both size and proper light; no weights to the windows of 125; no evidenc of observance of Arbor Day—no set shade trees—in 99 of these schools. Of other conditions noted, 58 schools had no closets, and 73 with but one closet. Water was supplied in these schools as follows: 177 with pumps, 19 with open wells, 13 used cisterns and 50 had to bring water from private homes or from springs at a considerable distance, all others better equipped; 93 schools had up our flag.

The inspectors are trying to carry out the policy of the State Department, as it relates to serving the vital needs of the rural schools, in the following:

1. Securing better trained teachers for rural schools.
2. Better salaries for all teachers.
3. At least a six months' term for all rural schools.
4. Extension of community activities.
5. Conservation of health of school children.
6. Improvement in rural school attendance.
7. Standardization of rural schools everywhere.
8. Consolidation (where possible) of one-room rural schools.

Besides, in addition to all said above, the State Rural School Inspector is a direct representative of the State Superintenednt on the field.

"The Number of Inspectors Adequate for the Work."

One man can do the work "in-a-way," two are doing the best they can, and we see good results everywhere, but four—one to each congressional district—will do more and better work.

The State Legislature is concerned about our rural schools and anxious to help them. We thank the legislators for their support of the rural schools in the past. We know they are willing to aid us now, and in the

future for rural school improvement. We do appreciate what has been done and given by the Legislature for rural education.

County Superintendents and all other school officers throughout the State have been generous and helpful to us in this great and necessary work. We owe all school officials gratitude for the kindness and assistance given us in the discharge of our sacred mission.

A majority of the papers of the State are with us, and have commented favorably on our work. We are glad for this, and ask for their support in the future. They can help us to improve rural school conditions.

The public generally has given us hearty support and a glad welcome. We do want all of the people of Florida to have better rural schools.

TOPIC IX. HIGH SCHOOLS.

SHOULD NON-ACCREDITED SCHOOLS BE ENCOURAGED TO MEET, WITHOUT ADDED EXPENSE, AS MANY AS POSSIBLE OF THE HIGH SCHOOL REQUIREMENTS?

(Principal W. B. Cate.)

Upon first thought, this question might be answered in the affirmative with no qualifications, with the assumption that if any particular requirement was good for a "standard" school, it would be good for one lacking the ability to meet some of the technical requirements.

However, before letting this affirmative answer pass, we shall inquire into some of the specific requirements of a "standard high school" and see whether or not they are essentially the best for all schools. It shall not be our purpose to question the advisability of any of these requisites for the "standard" school, yet some of them are possibly open for some questioning. We shall question only the advisability of schools not able to "standardize" attempting to do so as far as they can.

Requirement Number One: The Principal must have a State Certificate. It might sometimes happen that a teacher with a first grade certificate and with nothing higher was well equipped with the well known qualifications of a teacher and was in possession of sufficient scholarship to teach all classes in the school. His general character, executive ability, self-control and other good points make him acceptable to both officials and patrons, and his election would practically guarantee a successful term of the school, yet in order to meet one requirement of a standard school, he is passed by and some fellow lacking in many of his good points is given the position simply because he has a State Certificate. This has been done time and again in Florida and yet we all know full well that the possession of a State Certificate is absolutely no guarantee of teaching ability, of ability to control a school, or of ability to assume the leadership in the community that falls upon the teacher who lives fully up to his opportunities for being of service in his sphere. It is not always a guarantee of moral character. It certainly is not a guarantee of broad scholarship, and it often fails to be a guarantee that its holder can teach the subjects covered by it. Without a moment's hesitation, we say in this case get the best teacher regardless of the fact that his certificate is not of as high a grade as that of some other fellow, and regardless further of the fact that your school will lack a requirement necessary for standardization. The words of President Garfield come to mind: "Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him."

Requirement Number Two: The principal shall not teach over three classes daily. If the principal is the man we have described in the former paragraph, and if the school is not so large as to require heavy duties of supervision, his personality ought to come in contact

with the school in the recitations daily. The great advantage to be gained by this close contact of principal and pupils should not be thrown aside for some misguided desire or ambition to have one of the conditions necessary for a standard school.

Requirement Number Three: All recitation periods must be not less than forty-five minutes in length. Who of us have not seen a teacher trying to fill a sixty-minute period and holding a class that time, often killing time until the bell rang? It is possible that more real good might sometimes be accomplished in a thirty-minute period, in which both teacher and pupils were conscious of the fact that the time was limited, and that it was necessary to work as rapidly as possible. Habits of mental quickness are more likely to be formed in a class conducted in such a manner than in one in which too much time is killed. Do not understand me to say that time is killed in every forty-five minute or every sixty-minute period, or that time is killed by every teacher in periods of any length, but I do say that in the smaller schools it may be better not to ape the standard schools as far as the length of the recitation period is concerned. Thirty, or even twenty, minutes of active, live, intelligent instruction, questioning and drilling may often do more good than an hour of the other kind of teaching.

Requirement Number Four: No teacher shall teach over six classes daily. It is possible in some schools for a teacher to be of more real service by teaching eight or ten classes than by teaching five or six. This requirement is all right for the standard school, but not necessarily wise for all schools. Further requirements are that the term shall be at least eight months, that there shall be sufficient laboratory equipment, that the rooms shall be sufficient in number and well equipped, well lighted, and well ventilated, and that there shall be an adequate library. While these requirements can not

always be secured without some cost, yet there is no doubt that these are good for all schools, and should be acquired regardless of the fact that they will cost something.

In conclusion: While granting that the usual requirements for standardization of high schools are wise and with full consideration of the general principle that what is good for a highest class school should be a good for a lower class, yet we do not advocate the advisability of schools unable to meet all the conditions of standardization making a resolution to meet what they can. By doing so, the efficiency of the school may be lowerer. Other things being equal, adopt the plan that more nearly meets the requirements of the standard school, but do not blindly apply these requirements to your schools simply because they are requisites of the standard school.

TOPIC X. STATE NORMAL SCHOOLS.

Superintendent Hall presented a resolution favoring the establishment of two State Normal Schools for training teachers for the elementary schools.

Superintendent Tedder opened the discussion by saying that he did not think the establishment of two distinctive normal schools would hurt the State institutions of higher learning. He said the only way we can get better teachers is to train them in some school especially for this purpose.

Superintendent Kennedy said that the objection we would meet in trying to establish the normal schools would be "economy." The establishment of two or three normal schools now might very seriously cripple the appropriation for the State schools. He had found that nearly all the members of the Legislature are for economy, and it might be a very bad time to make this attempt to establish these normal schools.

Superintendent Hamrick said he favored trained teachers and that he thought the time was ripe for the State to establish some normal schools—that it is an absolute necessity—we cannot get along without them—but he thought the proper thing to be done is to establish a normal department in each of our State Institutions to which both young men and young women could be admitted.

Superintendent Hathaway said that we are not going to get people into any normal school simply by building houses. He had rather wait and see if an increase in teachers' salaries, with a demand from school officials that they meet certain requirements would not bring them into the schools.

Superintendent Hollins said that the establishment of these schools would help the State Institutions for they will be built up when the public schools are built up.

Prof. Geiger said that the two State institutions were designed to do work of college rank and not work of sub-college rank, and if we establish normal departments in these colleges we have work below college rank, which lowers the dignity of these institutions. He favored the establishment of normal schools to train teachers for elementary and grammar school work and for rural school work, and let the departments of education in the colleges train them for high school and college work.

Superintendent Johnson favored the resolution: We need better trained teachers. He said that the salaries of the teachers are so small that they can hardly afford to attend a normal very far away, and he thought there ought to be a normal school in South Florida.

Superintendent Dame favored this motion: He thought it a step forward in the advancement of rural education in the State of Florida.

Superintendent Hall wanted to answer two points—the first, economy. He said that when the teacher-training departments for high schools were proposed it was

said that the bill would never pass the Legislature because it called for an appropriation of \$50,000, but the Legislature passed it and made the appropriation \$100,000. The Legislature is not niggardly in spending money for the boys and girls that most need it. He said that the higher institutions need no defense; they are doing their work well, but they do not provide all the teachers we need, and we wish to have some other institutions established in other sections of the State for the benefit of young men and women who wish to prepare for teachers. It will work no hardship on the institutions of higher learning, of which we are all proud. It is a measure to benefit the boys and girls of Florida in the elementary schools that need help. Let us come to their assistance.

Superintendent Kennedy of Walton County favored the establishment of these schools, saying that the demands on the institution of higher learning could not be met now.

Superintendent North spoke in favor of the establishment of these schools, saying that he thought it the best and most feasible plan he had heard of to bring the rural teachers of the State up to the standard. He said the rural schools of the State are suffering for want of trained teachers for this particular work.

Superintendent Kelly feared that if we start to establishing State schools other than the two institutions of higher learning that we will soon be back where we were before the Buckman bill was passed.

Superintendent Sheppard spoke in favor of the normals being established, saying that the present institutions are producing only enough teachers to supply the demand of but few of the counties, and in order to fill the teachers' positions we are having to fall back on eighth grade and junior high school graduates, or going outside the State for teachers.

Superintendent Lawton said that he was in sympathy

with the State institutions; that all the teachers he had ever been able to get from them had been successful teachers, but he could not get enough of them. He said what we need most is teachers for rural and graded schools, and we are not getting them. He thought with the establishment of these normals we would get them.

Superintendent Sheats was called on for his opinion on the subject of establishing these normals. He said that he was really responsible for the consolidation of our schools of higher learning, but that he had always thought it a mistake not to have had the normals separate. He said that there is no better friend to the colleges than he, but he would never vote to admit women to the university. He said that he believes necessity demands that we have some normal schools, as nothing but the normal school develops the teacher spirit. This is not only his sentiment, but the sentiment throughout the whole country.

A vote was taken on the motion to adopt this resolution, and was carried by 31 to 16.

TOPIC XI. STATE UNIFORMITY OF TEXT BOOKS.

WHAT IF ANY CHANGES ARE NECESSARY IN BOOKS ADOPTED.

(By Supt. S. H. Taylor).

As to the present adoption, I think, on the whole, it is a good one, but I would suggest a few changes. First, in arithmetic, because there has been a revolution in teaching this subject, and old time methods are no longer acceptable. The present series of texts covers too much ground, is too difficult for the average grade pupil, and is not practical enough. All arithmetic teaching should be greatly simplified. The four fundamental processes in common and decimal fractions, percentage, dominate

numbers and mensuration, if well taught, are sufficient for any eighth grade pupil. If more is needed it can be taught in the high school.

I also think a change is needed in the English texts for the grades. Hydes Lessons in English lack in logical arrangement, coherence and due proportion of topics treated. They do not meet the needs of modern grammar teaching.

Frye's Geographies are also out of date. They need revision and the subject matter made to conform to modern pedagogical standards. They were a great improvement over the older geographies, but the late World War has revolutionized both ideals and ideas, as well as the map of Europe. I have no other changes to suggest at present.

Superintendent Sheppard said he thought some action should be taken to postpone the adoption of grammar schools books for a year at least.

TOPIC XII. COUNTY INSTITUTES.

ARE THEY NECESSARY TO GENERAL EDUCATIONAL PROGRESS IN A COUNTY?

(Supt. J. H. Varnum.)

A carefully planned and properly conducted County Teacher's Institute will surely do much to promote professional spirit among the teachers of a county.

Washington County had an Institute at Chipley at the beginning of the present school year. Our honored State Superintendent, Dr. W. N. Sheats, was present and did us much good. Under his influence and leadership experienced and enthusiastic local teachers gave us a County Teachers' Institute that will be long remembered by those in attendance, and we are fondly hoping that it will be the ancestor of a long line of similar professional gatherings in our county that will have a very beneficial effect upon all our schools.

The County Superintendent in planning an Institute should duly consider the marked advantage of holding it as late in the year as November, so that the program of the Institute could be enriched by exhibitions of school work of the same year, and by demonstrations of class work in the local schools. We all know how much more helpful, enjoyable and instructive such things are than the verbal theorizing which is so liable to become a tiresome and profitless time killer—especially to the younger teachers in attendance. These exhibitions of school work and *modus operandi* in matters of instruction greatly stimulate wholesome discussion not only in the presence of the assembly, but in the private exchange of opinion, that does much to make us all "So glad we came," when we find something at the Institute that sets us to thinking and longing to share our thoughts with others.

The wise old saying, "Long and difficult the way by precept, short and easy by example" should be recalled and help to keep us from neglecting to enrich the daily program of the Institute by a goodly number and variety of these "showings" so deservedly popular with our friends "from Missouri."

There are of course many brilliant lecturers who can be easily induced at so much *per* to give so-called "up to date" instruction at our Institutes; but in nearly every county the home talent, if carefully handled by the County Superintendent, can and will carry out a program far more beneficial to the teachers of the county, not only because the educational offerings of the home talent are more definite, more practical and more easily assimilated than those of the high brow educational aristocrats, but also because of the reflex influence and effect of the effort made by young teachers.

In view of this important practical fact, the greatest possible number of local teachers should be firmly but tactfully pressed into the service and given something

(even if a very small part) to do as an active helper instead of a passive on-looker at a County Institute.

An ideal Institute would certainly do something to keep alive among the teachers the friendly and fraternal feeling and the professional enthusiasm created by the Institute.

Several one-day meetings, or little Institutes, might be held on Saturdays at accessible places in the different parts of the county. All teachers, local ministers and other professional friends of the County Superintendent can be called into service and will be glad to respond if tactful managers make the circumstances favorable. And thus much can be done to perpetuate the results of the last Institute and make each succeeding yearly meeting a successful continuation of the preceding Institutes.

TO WHAT EXTENT SHOULD A TEACHER'S SALARY BE BASED ON EXPERIENCE?

In all lines of industry experience is deemed necessary to success, and this is correct. Still the fixing of teachers' salaries by school boards is not in the main based upon experience, but rather on the grade of certificate held by the teacher, with few exceptions. This should not be wholly the case. However, a high average certificate should be honored highly in a beginner. Experience, coupled with equal ability, should always be honored with increased salary.

I do not believe that a teacher who is content to live year after year on the plane of a third, or even a second, grade certificate should be permitted to enjoy an increase of salary equal to that of the more progressive teacher, who through persistent effort rises to a higher plane of knowledge. Such a practice tends to hold the standard of education on a low plane. Therefore, the extent to which teachers' salaries should be based upon experience should be governed, first, by the progress made by the

teacher in way of improved ability; second, by his aptitude to teach; third, by his disciplinarian powers; fourth, by his ability in school management; fifth, by his ability in organization.

A teacher may have any amount of experience, but if he or she is lacking in any of these requisites the result is more or less a failure. Hence the extent to which experience should determine a teacher's salary is indefinite.

SHOULD EQUAL SALARIES BE PAID CITY AND COUNTY TEACHERS, QUALIFICATIONS BEING EQUAL.

(Supt. W. C. Pryor).

In order to properly discuss this subject, it is necessary to first consider the environments that confront the city and country teacher, after which we will be in a better position to arrive at a just decision.

First, let us consider the cost of living in the city and in the country. The instructor who teaches in the city schools must in most cases pay a higher board rate, or if she keeps house, then she must pay more for the things that are necessary for her physical nourishment. She is usually compelled to dress more expensively; she is required to take part in more social activities, which entail an added expense. Everything she uses costs more, her wood or coal, her water, her lights; the calls of charity are many times more frequent than in the smaller communities. Whereas, the teacher who works in the more rural sections meets a much reduced living expense in every way. Little or no house rent to pay, a much cheaper board rate, no water bills, no light bills, small fuel bills and less expensive social activities are engaged in as well as less expensive articles of clothing are usually required. But, on the other hand, she must put up with poorer accommodations; she has poorer

lights, poorer home comforts in every way. The advantages of society and the many conveniences and attractions of city life are sadly missing. In many instances the real necessities of life can hardly be obtained at all. Then, too, most of the county teachers are compelled to teach in multi-graded schools, and you know such teaching is very different from teaching in graded schools. The teacher in a one-teacher school with pupils varying in number from say ten to fifty pupils, and in grades from the beginners to the ninth and sometimes the tenth grade must work long hours and with great diligence in order to get her work done. Her duties are more numerous, and her responsibilities are greater and more exacting. To her the community, as a whole, looks as the real leader in most community gatherings. The duty of giving instruction and of disciplining her school and the responsibility of keeping up her school attendance by various means rest entirely with her.

The equipment of her school is oftentimes very poor; sometimes without even a wall map or globe or chart. Many times the pupils are not even supplied with the books that are really needed to pursue their daily study course. Her school-room many times consists of four bare walls, window lights broken, doors that swing on creaky hinges, sometimes leaky roofs and sometimes it is a real task to get enough fuel to keep warm. She must do her own janitor work; she must visit her patrons and in every way possible must seek to so interest them to the extent that they will send their children to school enough days to enable her to keep the average attendance required in her contract or else she must leave her school with the unenviable reputation of having failed. The cost to her in time and money and effort to acquire the qualifications that equal those of the city teacher are just as great. And yet, with all these inequalities, inconveniences and privations she is expected to bring order out of chaos, to

smooth out the wrinkles of a disjointed community and to develop citizenship for the future.

The need of an education by the boy and girl who live in the country is just as great as this need is to the boy and girl who live in the city. The cities are largely dependant upon the efforts of those who live in the country and shall not these children with the little brown hands have opportunities that come as near as possible equaling those of the city bred boy and girl? People are beginning to realize more and more that the demands on intelligence and technical preparation in life are at least as exacting in the country as for the average worker in towns. To meet these new and growing demands we must provide our rural districts not only with better houses, and better equipment and longer terms but with better teachers. Can we expect teachers who possess these requisite qualifications to go to these communities and undergo the many hardships named and do this work for a smaller salary than she can command in the city schools with all of its attractions and conveniences? No, a thousand times, no. The All Wise One tells us in no uncertain language that the laborer is worthy of his hire and surely teachers shall not always be refused a just compensation for their work nor the children of our land be deprived of what is rightfully their own.

DISCUSSION.

Superintendent Turner favor paying teachers an increase in salary for attendance and thorough work at the summer schools.

Professor Geiger said that he thought there ought to be some kind of scale of teachers' salaries to stimulate them to study and progress. He thought that the grade of certificate, experience and attendance on summer school should all be considered in making a scale of salaries.

Superintendent Simmons said that he would not fa-

vor increasing teachers' salaries for summer school attendance unless a report was made by the summer school authorities that the work of the teacher in the summer school had been satisfactory.

Superintendent Kennedy of Lake County said that his county had offered an increase in salary because of summer school attendance, but that he did not pay it unless the teacher received an extension certificate.

Dr. Conradi said that the country child should have as good a teacher as the city child, and that if the teacher was willing to go to the country to teach and give up city advantages, he thought she should have as much salary as the city teacher. He said that any additional salary that a board would pay teachers comes back in efficiency. He agreed with the superintendents in not giving an increase in salary for summer school attendance unless a satisfactory report was received from the authorities of the summer schools, but when the teachers come to the summer schools and do the work, they should get some recognition for it. He thought salaries should not be based on certificates or experience either alone; even a diploma from a training school may not mean very much; a student may make a good record and take a diploma, but when coming into a school room make a failure. Training and experience should come together. We will have to pay better salaries in order to hold the teachers in the service.

COMMITTEE REPORT.

On Thursday morning the Committee on Resolutions submitted its report and asked for the adoption of the following resolutions:

First—Resolved that we favor a State-wide Compulsory Attendance Law. Adopted: Yeas, 49; nays, 0.

Second—That we favor an educational and professional qualification for the office of State and County Superin-

tendent of Public Instruction. Adopted: Yeas, 44; nays, 0.

Third—That we favor the simplification of the present system of making reports by the County Superintendents to the Comptroller's office. Adopted: Yeas, 45; nays, 6.

Fourth—We favor such changes in the present law as will reduce the cost of holding elections in Special Tax Attendance Law. Adopted: Yeas, 49; nays, 0.

Fifth—We favor such changes in the bank depository laws as will permit banks to put up as security, surety bonds or county, municipal or federal bonds, such security when placed to apply to any and all funds of the Board of Public Instruction on deposit. Adopted: Yeas, 41; nays, 0.

Sixth—We approve the work of the State Board of Health that has been inaugurated including child welfare, medical inspection and clinics and the anti-tuberculosis society. Adopted: Yeas, 38; nays, 0.

Seventh—We favor the continuation of State appropriation for carrying on and enlarging vocational education of every character provided for under the Smith-Hughes Federal Act and we petition the Legislature to provide necessary funds for administering the law. Adopted: Yeas, 43; nays, 0.

Eighth—We reaffirm our faith and the value of and the necessity for and the continuation of Rural and High School Inspection. Adopted: Yeas, 46; nays, 0.

Ninth—We favor and strongly urge the co-operation of the school people with government in its campaign for Thrift and War Saving Stamps in the schools. Adopted: Yeas, 47; nays, 0.

Tenth—We favor the continuation of legislative appropriations for summer schools. Adopted, by viva voce vote, unanimously.

Eleventh—The opening of the School of Education at the University of Florida to women. This resolution was lost by a vote of thirty-four against to five in favor.

Twelfth—We favor a law providing pensions for teachers. Adopted unanimously.

Thirteenth—We oppose the separation of State and county taxes, as such an arrangement would greatly hamper the operation of the schools in the several counties by the diversion of funds to the State. Adopted; yeas, 43; nays, 0.

Fourteenth—We favor making provision at the next meeting of the Conference for setting aside of one-half day session for section meetings, especially one for school board members. This resolution was laid upon the table.

Fifteenth—In conclusion, we wish to express our appreciation of the hospitality of the citizens of Tallahassee, its officials, the courtesy and hospitality of the State College for Women, the reception at the Mansion given by Governor and Mrs. Catts, the inspiring addresses of the Governor, Superintendent Lawton B. Evans and others who addressed the conference. Adopted unanimously.

Sixteenth—Resolved that a copy of these resolutions be given to the public press. Adopted.

The following resolutions were then presented by members of the conference.

First—Resolved, We recommend that such legislation be enacted as will make section 17 of the examination law definite, clear and positive. Adopted.

Second—Resolved, That we endorse the Smith-Towne bill, giving federal aid to public schools. Adopted.

Third—Resolved, That we recommend more liberal appropriations to the State Department of Education to the end that the department will not be handicapped from lack of funds. Adopted.

Fourth—Resolved, That we favor the establishment of two State Normal Schools in Florida for the sole purpose of training teachers for the elementary schools. Adopted; yeas, 31; nays, 16.

Fifth—Resolved, That the conference extends to Hon.

A. H. Williams, Representative from Leon County, its sincere appreciation of his introducing in the Legislature of 1917 the Joint Resolution submitting the ten-mill school tax amendment, and of his untiring efforts in pressing the resolution before the Legislature until the amendment was submitted to the voters for ratification, and to Honorable W. T. Cash for his efforts in supporting it and for other educational matters whenever such were being considered by the Legislature. This resolution was adopted.

Sixth—Resolved, That the legislative committee appointed by this body be made a continuing committee in case a constitutional amendment is submitted to the people by the coming session of the Legislature to separate State and county taxes, and that it be the duty of this committee to oppose such amendment. Adopted.

Seventh—Resolved, That the remainder of the fund subscribed for the campaign for the 10-Mill Amendment (about \$90) be applied on the expenses of the legislative committee in coming to Tallahassee during the coming session of the Legislature. Adopted.

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